DOCUMENT RESUME

ED 111 054 EA 007 421

TITLE	The Directory of Canadian Alternative and Innovative Education.
INSTITUTION	Ontario Inst. for Studies in Education, Toronto.
PUB DATE	Dec 73
NOTE	85p.
EDRS PRICE	MF-$0.76 HC-$4.43 Plus Postage
DESCRIPTORS	*Directories; *Educational Alternatives; *Educational Innovation; Educational Objectives; Elementary Secondary Education; *Experimental Programs; Parent Participation; *Program Descriptions; Program Guides
IDENTIFIERS	*Canada

ABSTRACT

This directory describes 53 innovative and alternative school programs throughout Canada. Each school or program is examined separately in a one- or two-page entry, which briefly discusses the objectives and focus of the program and lists one or more persons who can be contacted for additional information. Schools are grouped by province and are cross-indexed by grade level, funding source, and degree of parent participation. (JG)

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THE DIRECTORY of Canadian Alternative and Innovative Education

December, 1973

ONTARIO INSTITUTE FOR STUDIES IN EDUCATION

EA 007 421

COMMUNITAS EXCHANGE. . . a canadian network of alternative education

252 BLOOR STREET WEST, TORONTO M5S 1V6, ONTARIO, CANADA
Room N734 Telephone 923-6641, Ext. 420

December, 1973

Dear Friends:

As you glance through the Directory you will likely hit upon schools which are unknown to you. Similarly, other readers are marvelling at your existence. We believe that people involved in Canadian alternative and innovative school programs should know about each other. Once communication channels are opened, ideas start to flow. Individuals begin to realize that there are other people in this country, sometimes just around the corner, who have vibrant ideas and methods for strengthening different, and often new, educational environments. Also, teachers and students are frequently searching for a school in which they can best realize their goals, and it is our hope that the Directory will provide these people with valuable suggestions.

Suggestions of schools were gleaned mainly through the grapevine - these consist of programs where students, teachers, (and sometimes parents) are struggling to actualize their aspirations for a more manageable, humane life. The schools included are those in which participants determine their own educational program. Under the rubric of "alternative" one discovers a spectrum of schools ranging in function from a remedial program for "drop-outs", to an elementary free school, to a public high school, and so on. You were asked to give us a brief description of who, why, where and what you are, and we thank you for providing information and encouragement. Certainly the Directory is not exhaustive - there are hundreds of Canadian schools which actively share your dreams and goals. We want to know about these groups of individuals in order to include their programs in the next edition of the Directory. You have probably just brought to mind a half-dozen such schools, so write their names and addresses on the Suggestion Sheet (page 3), cut along the dotted line, and mail it to us.

The Directory which was published last June proved to be a tremendous help for people all over Canada (and the United States). We hope that this is the second in a long line of Directories, designed to inform people of what-is-happening-where in alternative and innovative education in Canada.

Schools are grouped by province, from the East Coast to the West Coast, and they are cross-indexed. If it seems that there is a heavy weighting of Ontario schools it is simply because we are located in Ontario and, therefore, found it relatively easy to make personal contact with many people. Perhaps it will be possible in the future to

COMMUNITAS EXCHANGE. . . a canadian network of alternative education

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Room N754 Telephone 923-6641, Ext. 120

concentrate on schools in the other Canadian provinces - but we need your assistance and suggestions!

Best wishes for a peaceful and productive year,

Sharon Kirsh
Roger Simon
Malcolm Levin

Communitas Exchange, Room N754
252 Bloor Street West,
Toronto, Ontario
M5S 1V6

If you are interested in being a part of
Communitas Exchange, please return this fact sheet to:

Communitas Exchange
Room N754
252 Bloor Street West
Toronto, Ontario M5S 1V6

NAME OF SCHOOL OR GROUP _____

SCHOOL'S ADDRESS _____

_____

PRIMARY PERSON TO CONTACT _____

CONTACT'S ADDRESS _____

TELEPHONE NO. _____ NO. OF STUDENTS _____

AGE AND/OR GRADE RANGE: AGES _____ GRADES: _____

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SCHOOLS LISTED

NAME	PAGE
1. Halifax South Open School	6, 7
2. New Options School	8
3. The School in the Barn Incorporated	9, 10
4. St. George's School	11
5. Verdun High School	12
6. A.C.E.	13
7. Cool School Program	14, 15
8. Dream Machine Free School	16
9. The Country Day School	17, 18
10. A.S.C.	19
11. Kingston Community School	20, 21
12. W.A.I.T.	22
13. A Course in Leadership	23
14. Lothlorien	24
15. Counterpoint	25
16. Greenbank Senior School	26
17. Fairchild Free School	27
18. Odyssey House Community School	28, 29
19. A.I.S.P.	30, 31
20. ALPHA	32
21. Black Education Project	33
22. Contact School	34
23. Embrio Private Free School	35, 36
24. Erin Lane School	37, 38
25. Hawthorne Bilingual School	39, 40

SCHOOLS LISTED, Cont'd.

26. Inglenook School 41
27. LIFE School 42
28. M.A.G.U. 43, 44
29. Montcrest School 45, 46
30. Scarborough Village 47
31. SEE 48
32. SEED 49
33. THEA 50
34. The Toronto Waldorf School 51
35. Toronto Indian Alliance ("Ahneen") 52, 53
36. West Nohant Private School 54, 55
37. Windsor, Ontario 56
38. St. Norbert Community School 57, 58
39. Winnipeg Centre Project 59, 60
40. The Greenhouse School 61, 62
41. Radius Tutoring Project 63, 64
42. Saskatoon Free School 65
43. Saskatoon Open School Society 66
44. The Saturday School 67
45. City School 68, 69
46. Relevant High School 70, 71
47. Sentinel Satellite School 72
48. The Ideal School 73
49. The New School 74
50. The Vancouver Waldorf School 75, 76
51. Vancouver Society For Total Education 77, 78
52. Sundance Elementary School 79
53. John Calvin Junior High 80

Halifax South Open School
6026 University Avenue
Halifax, Nova Scotia

Contact: Bill Dillon
(902) 423-8438

In the Fall of 1971 John Yure, with the backing of an L.I.P. grant, started South Open School (S.O.S.) in the basement of a Dalhousie University-owned house. Two years later S.O.S. rents an entire house and receives funding from the Department of Health and Welfare. D.H.W. supports them because the students are conducting their own research to prove that in the environment they have created young people are less likely to get involved with hard drugs (e.g. speed) than are high school students in public schools.

S.O.S. serves 30 Metro Halifax students, aged 13 to 19 years, with an 8 member staff who are not obliged to hold teaching certificates.

The school government is Summerhillian in that regular general meetings are held, during which all crucial decisions are reached by majority vote. The only area in which staff has the final say is finances.

S.O.S.'ers believe that each person must learn to take on the responsibility for his/her own actions. Independent study is encouraged, but small classes are flexibly scheduled and are open to anyone wishing to attend. High school diplomas are granted to those who deserve them.

The H.S.O.S. curriculum offers courses or experiences in the following areas:

1. Human relations and personal growth programs entailing workshops in a variety of humanistic psychology areas such as psycho-drama, growth and sensitivity groups, transactional analysis groups, etc.

2. An academic curriculum with offerings in:

   traditional courses
   programmed text courses
   correspondence courses
   academic games
   society simulation games
   tutorial courses
   auditing university courses
   and a variety of arts, crafts, and skill courses.

3. A career investigation program which enables students the opportunity to work in the adult community in a wide variety of career fields such as education, veterinary medicine, law, various trades and businesses, etc.

4. The Saskatchewan Life Skills Program - a program designed to teach students to cope with the daily demands of adult living.

5. A travel/study program designed to provide students with varied cultural and educational life experiences.

The school is run on a token economy, such that a student receives tokens for reading certain books, doing projects, cleaning the school, etc. For example, a specific course might be"worth" 150 points. Each token equals 1 point. Thus, to receive course credit the student must earn 150 tokens. This system enables both student and staff to keep an accurate record of the quality and quantity of activity entailed in the academic aspects of the school. Next year a Residence will be opened by and for S.O.S. students, and rent will be paid with tokens earned at the school.

The educational philosophy of H.S.O.S. is based upon the following precepts.

1. The emphasis must be on learning, rather than teaching.

2. A student must be accepted as a person.

3. Education should be based upon the individual's strong, inherent desire to learn and to make sense of his environment.

4. Education is most effective in an environment which is honest, trusting, and emotionally open.

5. Education should strive to maintain the individuality and originality of the learner.

6. Individuals should be encouraged to develop a sense of responsibility.

7. An individual must be allowed to work according to his own ability.

8. The development of a personal philosophy, a basic set of values, is one of the most important of human achievements.

New Options School
2145 Barrington St. North
P.O. Box 1417
Halifax, Nova Scotia

Contact: John Shuh (902) 422-1215 OR Jack Stewart (same Number)

New Options originated in September 1970 as an educational alternative for young people who had "dropped out" of public schools in Halifax. Initially funded by the YMCA, housed in the basement of the George Dixon Drop-In Centre, and nurtured by 3 staff members and a handful of students, New Options has developed into a major operation located in larger quarters.

The size of the student body fluctuates, but there are approximately 60 regular students, most of whom are teenagers. There are 12 staff members (and many volunteers) who offer courses at all grade levels up to university. Staffing qualifications entail energy, caring, and imagination. Funding is received from private individuals, businesses, foundations, churches, and operating costs are covered by the Provincial Government.

New Options' school government involves 4 committees, (Guidance, Forward Planning, Daily Operations and Learning Policy) composed of students and staff who make recommendations to the weekly general meetings.

The school is more than a place to learn basic reading and writing skills. Although these skills are strongly emphasized, the major aim of the school is to encourage and to aid the student to reach a point where he/she is capable of making choices about the near and distant futures. The staff functions not only as teachers, but as concerned individuals who are willing to help students to handle problems that might be psychological, sociological, financial, legal, medical, etc.

When a student feels ready to tackle the "academic" program, he/she approaches a teacher to arrange for a lesson. Aside from the subject areas which are offered in public schools, there is a workshop in such practical skills as woodworking.

New Options offers a graduation certificate which is recognized by the Halifax Board of Education. After leaving New Options, students either go on to university, college, vocational school, gain employment, return to public school, travel, and so on.

Several exciting projects should be mentioned: the Trailblazing Project, funded by O.F.Y., in which a group of students spent part of the summer working in the woods; the building of a Pioneer Village; an exchange program with young people in Leicestershire, England; a cross-country camping trip scheduled for this summer; and too many others to mention.

New Options also exists outside the school building. Within Halifax city it operates 2 student residences ("Camelot" and "Shalom") for people who need a place to live and who attend the school. In June 1972 the Federal Government provided funds for a farm near Stewiacke, N.S., to provide a retreat for young people who are going through major difficulties.

The school is the focus of all the branches, but each segment is autonomous. In order to facilitate communication there is a steering committee composed of representatives from the city houses, the farm, streetworkers, over-all co-ordinators, and the school.

New Options is a community of caring and learning.

The School in the Barn Incorporated
140 Aberdeen Street
Fredericton, New Brunswick

Contact: Ann Cameron
Dept. of Psychology
University of New Brunswick
Fredericton, N.B.
(506) 455-6851

OR

Russell Hunt
Dept. of English
Saint Thomas University
Fredericton, N.B.

The School in the Barn was conceived and born by three families in 1970 who firmly believe "that children learn best what they want to learn, that the best teaching is that which is most responsive to the student's immediate needs, and that the school should be open to the community it serves".

Inside the Barn are 20 children ranging in age from 5 to 15 years, 2 full-time and 1 half-time staff members, and volunteers from the community who offer mini-courses in just about everything - pottery, poetry, architecture, typing, French, psychology, etc.

The school is funded by fees paid by parents ($70.00 per month) but the social services branch of the provincial government, under appropriate circumstances, pays tuition for a family requesting financial assistance. Staff is selected on the basis of its educational philosophy, energy and talents, and because the school answers directly to the provincial Minister of Education, all teachers need not be certificated. The legal entity of the school, i.e. the body to which the government and/or parents might make complaints, is the Board of the corporation. Comprised of ± 6 parents this body makes major financial decisions. The staff, which makes major educational decisions, meets officially once a week. Students have no official governing body, but are free to call general meetings when anyone wishes to raise an issue.

The Barn's program emphasizes the acquisition of reading and writing skills, and students are encouraged to be at the point in the curriculum where they would be in the public school. Often there is a 1:1 (teacher:student) working ratio, and students who are skilled or knowledgeable in an area are encouraged to share their talents with other students and staff.

Four distinctive features of the program are: (1) Units, (2) Films, (3) Lunch Program, and (4) Newspaper. At times the whole school is involved in studying one theme, and at the end of the unit everyone explains to the others what he/she has learned. Films are frequently shown, and the projector is the school's most treasured possession. The lunch program is a vital segment of the school's "learning experience"; each student donates $1.00 per week for lunches. The children are divided into cooking crews, so that each day 1/5 of the students are responsible for planning the menu, cooking and serving lunch. Once a week a group of student chefs, accompanied by an adult, goes grocery shopping, a task which has the flavour not of a chore, but of a study in weights and measures, arithmetic, economics, geography, agriculture, sociology, human relations, and

organization. The newspaper, "The Barn Speaks", is published approximately once a month, with each student usually contributing one page. Weekly meetings are held by the newspaper staff.

At the year's end the staff writes a letter to each student giving a resumé of what the child has officially "learned". Parents receive a copy of the year's curriculum which is a record of which specific projects have been carried out.

Parents often speak informally with teachers, but 2 or 3 times per year formal meetings are arranged between staff and each parent. Although most parents are not involved in the governing of the school, those who wish to play an official role may sit on the Board.

The school day runs from 9 a.m. to 2 p.m., but "there have been requests to have school on Saturdays, and the kids won't leave when school closes for the day".

St. George's School (Pre-School & Elementary) Contact: Ms. F. Foster
3685 The Boulevard (514) 486-5214
Montreal 217, Quebec

St. George's Pre-School and Elementary School, established in 1930, is one of the first Canadian progressive schools. The fact that it continues to flourish after 43 years is a source of inspiration to people who are just starting the struggle to create their own form of educational alternative.

Funded by tuition fees ($800 for pre-schoolers to $1,250 for grade 6), the school accepts 190 students (both boys and girls) aged 3 to 11 years. There are 10 three year olds in the half-day nursery program, 22 four year olds, and kindergarten for five year olds; there is a family grouping plan for the remainder of the school, with six and seven year olds mixed together in 2 classes, and eight to eleven year olds mixed together in 4 classes.

"Progressive, not permissive" is the basic tenet of St. George's School. Rules are at a minimal, but they are rules that children understand; "children must be taught to use freedom wisely and to this end St. George's works constantly". Students are encouraged to do independent projects, and because there are no marks or examinations the program of each child can be tailored to his/her own rate of learning.

Strong emphasis is placed on the acquisition of reading, writing and arithmetic skills, with recognition that training in music, art and physical education are captivating areas of exploration for young people. (St. George's library contains 9,000 volumes.)

One of the highlights of the school is the French language instruction program. With the belief that Canadians should be bilingual, and that the learning of a second language should be natural and enjoyable, unilingual French teaching assistants work in the classroom hand-in-hand with the English speaking teachers. Beginning with the four year old group, the unilingual assistant speaks to the students in French, and by the end of the year some of the children attempt to converse with her in her own language. The kindergarten children begin to learn to read English during the second term, but with each year students become progressively more exposed to French literature and conversation.

Although interviews between parents and teachers are scheduled bi- annually, parents are encouraged to develop an on-going and active interest in the school. Because it is felt that the only way for parents to be informed is to be involved, they comprise the Board.

It should be mentioned that St. George's consists of two parts, the elementary and the high school (grades 7 to 11). The address of the high school is:

3100 The Boulevard
Montreal 218, Quebec

erdun High School
201 Argyle Avenue
ontreal, Quebec

Contact: Rex Tallentyre
(514) 767-7129

The Verdun High "House Programme" was initiated by a small number of eachers at Verdun High School in September, 1971. Although the school conains grades 8 through 11, the 'house programme' was conceived as an alternaive afternoon program for grade 9 students only. Presently there are 12 rade 9 classes (total of 350 students), 12 certificated teachers, 2 art eachers, and 20 student teachers from McGill University who work with small roups two afternoons a week.

The grade 9's are not autonomous from the remainder of the school; they re funded by the Board of Education and are governed by staff and students' ouncil.

During the morning, students attend regularly scheduled classes in ath, French, Home Economics and Shop. But throughout the afternoon each of he 12 classes becomes a unit and usually remains with the same teacher. These ini-communities focus on one of three thematic areas (there are four classes n each "House"): Environmental Studies, Canadian Studies and Community Studies. hese broad categories encompass the disciplines of English, History, Geography, rt, with Language Arts as the core.

The program attempts to offer a more flexible approach to education. Beause the afternoon is one large chunk of time undivided by end-of-period bells, tudents can work on projects for long, uninterrupted hours. If they wish to o off for the afternoon to explore the city, there is no time restriction placed pon them. There is flexibility in curriculum in that disciplines are smoothly ntegrated in such a way that the entire city becomes a place of learning. eacher-student interpersonal relationships are facilitated and nurtured by the act that one teacher works closely with a group of students throughout the ntire afternoon. There is the expectation that students produce continuous utput from their experiences, but teachers are not placed in the position of ormally evaluating this material.

Afternoons are times of adventure, with some people exploring Nature e.g. hiking, observing the delights of a park, visiting Mount Royal, etc.), hile others investigate the human resources in the city (e.g. visits to heatrical productions, Community clinics, senior citizens' home, etc.). lthough some funds are available to cover bus fare and other sundry items, he group of students provides its own resources for excursions by having each tudent donate 25¢ per week.

A.C.E.
(Alternatives to a Conventional Education)
173 John Street East,
Brampton, Ontario
457-1794

Contact: Norman K. Flynn
14 Alston Court
Brampton, Ontario
L6W 3B6
451-5292

A.C.E. has attempted two experimental summer programmes: (June 29, 1972 to August 14, 1972, funded by Project I.D.E.A., and June 18, 1973 to September 1, 1973). Initiated by Norman Flynn, three co-workers were later hired (with the help of a $3,860 O.F.Y. grant); these four individuals met throughout the summer with members from the Peel County Board of Education, O.I.S.E., teachers, administrators, and professionals within the community to review the progress of A.C.E. and to devise plans for future development.

A.C.E. limited its enrolment to 50 students, ranging in age from 13 to 37 years. A catalogue of 381 potential resource people willing to help with specific study programmes was drawn up. In addition to the main facilities in Brampton, classroom space was available in Mississauga and Bramalea. Resource people came mainly from York University, University of Toronto, Sheridan College of Applied Arts and Technology, various Peel County high schools and other professionals in the community.

A.C.E. is not yet formally recognized by the Board of Education, thus cannot unilaterally accredit any programmes of study. Student groups wishing accreditation applied directly to the Ministry of Education by submitting a written course design.

Parents were invited to participate as students and/or resource people. However, their greatest interest was manifested in their attendance of various public forums where ideas were exchanged and plans were developed.

A.C.E. does not pretend to be a radical substitute to conventional education; rather, an alternative or optional programme within that system. "We do not expect to appeal to all the educational needs of all students,..., but we do expect to appeal to a substantial group of motivated and self-disciplined students whom we would allow to select, design and pursue their own courses of study, at their own speed, by cultivating the resources of the community. We believe that when we add more alternative educational programmes to our regular system to meet the wide diversity of educational needs within our schools, we serve only to raise the standards of education in our own society."

The four student workers serve to co-ordinate student interests, study programmes, programme facilities, and resources. Students use the facilities on an individual or group basis, with resource persons of their choosing, and they exercise a process of collective decision-making when planning and pursuing their programmes. Throughout the summer, various public forums and committee meetings involving people with educational expertise were organized. Plans for future growth are underway.

ool School Program
amilton, Ontario

ontact: Dr. Jim E. Anderson
Room 1R1
Health Sciences Centre
McMaster University
Hamilton, Ontario
(416) 525-9140, ext. 2271

A number of young people in Hamilton were identified within the "Burlington tudy" as having unrealized high academic potential as shown in progressively fail- ng grades, truancy, bitter complaining about the educational system, progressive lienation against most aspects of society, and eventual withdrawal from school. any became deeply involved in the drug scene, usually with serious legal and/or edical complications. During the winter of 1970-71, a pilot study involving five oung people was initiated by Chedoke Hospitals, and because of the success of his unstructured academic program it received an O.F.Y. grant and the use of a ouse in the summer of '71.

Cool School accepts a maximum of 30 students (age range of 16 to 22 years) elected according to urgency of the student's needs. Three full-time paid staff lan the program, operate the small groups, counsel individual students, train and upervise volunteer teachers, maintain community contacts, and record data for esearch purposes. In addition, there are numerous volunteer staff from the com- unity. Graduates of Cool School receive a detailed letter for their prospective mployer or post-secondary institution, which is equivalent to a high school diploma. unding is provided through a contract research grant from the Ontario Ministry of ducation, and legal responsibility for the program is vested in the Board of overnors of Chedoke Hospitals.

Basic principles held by Cool School members include: an emphasis on learning ather than teaching, i.e. the methodology of effective learning is a skill which ust be learned; learning occurs through individual study and through the function- ng of a small group (5 people) with its tutor - the tutor, who acts as "trainer", rganizing, advising and stimulating, is also a learning member of the group. esource persons are volunteers from the community who are doers rather than eachers, and students relate to them somewhat in the role of an apprentice; it s more effective to study a few topics in depth than to have superficial exposure o a wide range of subjects - as much as possible, block programming is done so hat students may immerse themselves in one area at a time without the distractions f a number of conflicting subjects. Learning is not oriented to traditional sub- ects, and students take part in community activities and utilize community re- ources rather than duplicate them in a school setting. Cool School has four ascinating phases of study: (1) Communication, the goals of which are to develop kills in critical reading, creative writing, listening and verbal expression; o gain experience in the use of audiovisual means of communication; to explore rt and music as methods of communication; to develop skill in communication in

French demonstrated by an ability to carry on a conversation, deliver a short talk and read newspaper articles; to develop responsibility for one's own education and the success of other members, learn to evaluate one's own progress, learn to work with others, develop responsibility for the care of the house and the growth of the program. There is a weekly group meeting to discuss the activities of the past week, plan for the next activities, and discuss problems. Evaluation (in all subjects) is carried out through weekly consultation with the tutor, and by keeping a weekly diary of one's learning experiences. (2) The World - each student studies one country in depth, background to current world events, and Canada - past and present. (3) The World of Science and Mathematics - utilizes a group problem - solving approach to explore a few major topics in depth, drawing in all relevant branches of science. (4) Family and Community - the major feature of this Phase is involvement in the community, with students rotating through a series of individual situations where for a significant period of time they are involved participant-observers in various real world activities. Collateral with these rotations is assigned reading and continuing group interaction to share related experiences. There are four rotation categories, each for two weeks: (a) Commerce and Finance (e.g. banking), (b) Government and Services (e.g. school boards and schools), (c) Industry and Technology (e.g. trade unions), (d) Body and Soul (e.g. health and social services).

A major feature of Cool School is the use of strong mechanisms to motivate the alienated, discouraged and disinterested. The program demands a high standard of achievement and academic content, high personal involvement, and a willingness to function in the absence of a highly organized structure. A glance at Cool School's list of learning aids makes it apparent that it is anything but dull - to name a few: audio studio, sculpture and ceramics studios, a photography darkroom, and a reflecting telescope!

Dream Machine Free School
P. O. Box 962
Hamilton, Ontario
L8N 3P9

Contact: Jim Bridger
183 Hughson South
Hamilton, Ontario
(416) 529-9063

The Dream Machine Free School was the dream of a group of interested parents and other adults who are concerned with freedom in the schools and with the extension of human rights to all people, including children. In March, 1972, this dream was realized.

Presently there are 15 students (with room for an additional 5-10) ranging in age from 5 to 16 years. Certification of staff is definitely not a requirement - there are 2 paid teachers and 12 volunteers, some of whom are high school graduates, others are university professors. Some staff teach specific subjects, while others make less tangible contributions to the community in the form of ideas, varied attitudes and experiences. Each one adds enrichment to the environment. The Dream Machine Free School is a private school, recognized by the province of Ontario, and fees are paid by parents on a sliding scale. Fees are based on the ability to the family to pay, although the average payment is $30.00 per month.

The Dream Machine's inspiration is Summerhill. However, unlike Summerhill,they are in an urban setting, are attempting to give parents a voice in school operations, and thus far have been in rented premises, all of which means that the pressures and limitations differ qualitatively from those experienced in Summerhill. Nonetheless, Summerhillian philosophy is most representative of the school.

Class attendance is non-compulsory, but once the decision to attend has been made, and a group is formed, it becomes the teacher's decision as to how much voice the students will have with regard to the direction the course will take. Students may request courses which are not ordinarily available, and every effort will be made to find an instructor and/or to help the student to find his/her own way through the library so that independent research may be carried out. Staff works informally, often on a 1:1 basis, when teaching the youngest children to read and write. Children are not pressured to attend classes, to compete (tests would be given only on student request - no one has yet made such a request), or to "succeed" in the traditional way. Students learn at their own pace - whenever and wherever they wish.

Among the courses offered are: physics, folksinging, Indians of North American, art, photography, natural science, drama, English, French, Spanish, Italian, mathematics, music, cooking and gardening. Classes requested by students include: flying saucers, and Latin.

The Dream Machine people publish a school newspaper, show films regularly, take weekly fieldtrips, and sometimes go off to a gym and a swimming pool.

Parents are encouraged to participate in decision-making at all levels; 3 or 4 parents teach, and about 50% regularly attend the monthly meetings. Students can and do call general meetings to discuss day-to-day problems. They are also entitled to participate in the decision-making, but the majority of students are under 10 years old, and "they have more important things to do".

The Country Day School
R.R. #3
King, Ontario
(416) 833-5366

Contact: John S. Pratt
(416) 833-5366

The combination of the rural and semi-urban ways of life prevalent in the central part of the Region of York suggests some interesting, challenging and attractive surroundings in which to develop an alternative school. In March, 1971, a group of parents appointed John Pratt to conduct a feasibility study of an independent, co-educational day school, the results of which clearly showed that parent interest justified the decision to establish The Country Day School. The school opened its doors in September, 1972, to 50 pupils.

Today there are 61 students, aged 3 to 13 years, with 5½ paid teachers and 1 volunteer. The school is situated on four acres of land surrounded by farmland - there are three classrooms: the original one-room schoolhouse, built in 1883, which is connected by a cloister to 2 standard-sized modern classrooms. The present grade range (pre-kindergarten to grade 8) can accommodate approximately 75 children. Only travel time is a restriction on attendance, but the school operates 2 small buses which transport two-thirds of the students. The buses are not licenced as school buses, and are driven by one professional driver plus faculty volunteers. "Anyone can attend, but we are screening carefully those children with learning difficulties in order to offer help only to those our psychologist thinks we really can help. We do not have a Special Education teacher. ...Next year, all teachers, except possibly one, will have either a degree plus teacher training, or if not, at least a degree in education...As professionals, their role is to identify the causes of boredom, and to eliminate them with the preparation of interesting, challenging and sympathetic material."

Funding comes from private local sources, plus tuition fees (1973-74: full day (grades 1-8) $1,100.00; half day (pre-kindergarten - K) $660.00). An ultimate goal is to establish a Bursary Fund to ensure that there is encouragement for a favourable proportion of children who could benefit from the school program, but who are prevented from attending because of lack of financial support.

The Country Day School subscribes to the philosophy that all children can grow and achieve both academically and socially in an environment which is in school terms SMALL, and therefore, where all the faculty know and are able to better understand the problems of almost every child. They do not wish to provide a protective environment, which is avoided by encouraging excursions into the community to see and to learn about the real world. We have the mobility to do this - and besides we have few school facilities, and wish to avoid them!" The school, while open and flexible, provides an educational program committed to fundamental values and methods. Part of their basic philosophy is to instil respect for sympathetic and skilled authority, and to assure achievement by demanding completion of reasonable assignments. Students are taught that the essence of good behavior is consideration for others; for instance, punctuality and neatness of work are important aspects of Country Day requirements - not because they are in themselves "good" characteristics, but because they assist the orderly and efficient running of any family or institution.

By the limitations of physical space, where they must accommodate a ten-year age range, the Country Day is necessarily a multi-age grouping school which is nonetheless on a rotary system for grades 1 to 8. ("There is separation by sex only in the washroom.") Children can work at their own level using an individualized approach which also requires group cooperation and activities.

Apart from providing a sound curriculum in basic learning skills, the school emphasizes moral and aesthetic development. The result is an increased opportunity to explore science, French, music, art, crafts, and drama. The approach to these disciplines is balanced to include formal direction as well as scope for free, creative expression. The talented teacher refrains from making unnecessary distinction between work and play, avoiding such contradictions as "Put down the turtle; it's time for our science lesson."

The Country Day School, as its name suggests, has a strong bias towards the country. The science program has made excellent use of the school's natural surroundings; during the first term, each student at the elementary school level became responsible for collecting and identifying numerous insects, a task which was assisted by the Royal Ontario Museum. There were two follow-up trips to ROM. A Friday night trip to Lake Ontario Steel in Whitby served as an exposure to the reality of heavy industry, cementing some of the notions taught in the "Business Game" created at the school.

Outdoor activities have been both formal and informal to include compulsory participation in athletic skill tests conducted by Sports Club members. Ball hockey is played ardently, there are skating trips to a farm pond, skiing trips, and so on - all are consistent with the philosophy that lifelong family sports should be fostered at the school. Club activities, operated at noon hour, play an important part in the life of the school. The Nature Club has made a film about pigs at the school's mini-farm; the Pet Club sponsored a walkathon for the Metro Toronto Zoo, raising enough money to buy a Canadian Otter; two companies from the Drama Club performed identical excerpts from Shakespeare's Henry IV, Part 1 on the school's tiny Elizabethan stage.

Parents, faculty and a few students helped to renovate the entire school during August. Some mothers have helped with the youngest children, "but we have not as yet made nearly enough use of our very willing parents."

The little red schoolhouse has had a face lift.

The Alternative Schooling Community Contact: Brian Weir
c/o L.C.V.I.
Van Order Drive
Kingston, Ontario

A.S.C. is in its initial year - everyone became acquainted by having a three day camp-out in a Board-owned building at Gould Lake.

This school contains students who want to learn subjects not available in their present system, students who want to work at their own speed, and students who are attending merely because the present system is too slow or antiquated for their purpose. It is in a main floor wing in the Kingston Public Works Commission (370 King Street East) building.

As well as educating themselves for a career immediately after school, some students plan to attend university in the future. A.S.C. includes 38 people who take many different courses at various levels up to and including Grade 13, which is completely accredited under the Frontenac County Board of Education.

There are no below average, average, or above average students - just people who want to live school and enjoy learning. A.S.C. is an alternative which in most cases provides a more accommodating situation for learning. General meetings are held regularly to air grievances and to hear suggestions. The highest authority at the school is the community as a whole. The atmosphere is as open, friendly and communicative as possible. Personality conflicts and clashes are few due to the nature of the school which encourages people to resolve personal difficulties at the general meetings.

Courses are tremendously varied in content - to name but a few: History and Politics, Law, Theatre Arts, T.V. production, Consumer Education, Music, World Religions, and Denominations, Psychology, etc., etc.

"We have a co-ed football team who challenge any other alternative school to a co-ed game (sorry, no tackle - just flag and touch). Please pass that on to other schools or send us a list so that we can line up some games."

Kingston Community School
86 Nelson Street
Kingston, Ontario

Contacts: Jean Murray or Meri MacLeod
R.R. #2, Perth Road, Ontario
(613) 353-2072

Mary Ann Scott
504 Johnston Street
Kingston, Ontario
(613) 546-6949

The Kingston Community School came into existence in September 1970 when two families used part of their joint home for a "free" school.

At present they have 30 children ranging in age from four to fifteen years, four full time staff, one part time staff and numerous parents who have helped regularly and at intervals when needed. From September through May there were six regular volunteers, the majority of whom are students, coming on a once-a-week basis for a half day or more. All staff are non-paid.

There are no geographic limitations on attendance, similarly it is a strongly held conviction among all staff that economic circumstances should not be a factor in attendance although no governmental assistance can be obtained to ease the financial burden.

Important qualities in staff selection are basic philosophical agreement, flexibility and the ability to have warm, open relationships with children and adults in the school. It is important also that they have enthusiasm and perseverence in providing stimulation of many kinds.

The main source of income is from tuition (a sliding scale, with a maximum of $40.00 a month). A few outside individuals make monthly contributions and some parents pay in excess of the $40 maximum. The Kingston Community School has applied for Government grants (L.I.P., O.F.Y.) but has obtained only one in the spring of 1971 which was specifically for the operation of a summer program.

Day to day decisions concerning the school are made by the children and teachers. Major decisions, such as the purchase of their building, are taken to the Board of Directors which consists of four parents and three teachers who are also parents. Parent-staff-student meetings to discuss school philosophy take place about six times a year.

Parents are encouraged to participate and many do in a wide variety of activities: woodworking in a home workshop; building a dome in the school yard; clay-work using a potter's wheel and kiln in her home; help with art in the school; providing transportation for field trips; work parties to paint, clean and repair the school building and grounds; weak-end clean-up at which parents take turns; committee work such as fund raising, publicity and building maintenance.

The school's educational philosphy is: that the emotional development of a child is at least as important as his/her intellectual development. "We have found that the two are strongly tied and that when a child feels secure in his or her social reltionships much more interest in classes is apparent. We feel that the adult's role in the school is to provide academic stimulation and some basic social organization but within this framework to refrain from helping a child in any way to do things which he can do for himself (from tying shoelaces to handling an emotional crisis) and gradually stepping back more and more as the child becomes capable of complete self responsibility. In order to make this possible it must be up to the

child to choose whether or not he wants to take part in school activities. Fear or coercion have no place in adult-child relationships and defeat rather than serve the purposes of education. This is true too of marks and grades. We do not have report cards of any kind nor do we grant certificates or diplomas."

An important part of the program are the general school meetings held twice a week. Children take turns at being chairman/woman, rules are made, planning is done, charges are laid and issues are discussed. Numerous rules have been made and it has been stressed that all members of the school community are responsible for enforcing them and charging offenders. During their three years of existence the meetings have gradually replaced adult authority in preventing chaos. In addition to general meetings there are mini-meetings which children can call when they feel they have an urgent problem.

Some of the distinctive features of our school are the apprentice program, school trips, and classes which are open to children of all ages: the apprentice program, whereby children have an opportunity to become familiar with jobs and people unconnected with the school, includes weekly visits to a local veterinarian, a print shop, an audio-technical shop, a record store, an upholsterer and delivering meals-on-wheels; this year thirteen children spent three days in Montreal and a day in Toronto. Some of the children have gone on a weekend camping trip, others will spend several days at a cottage. Once a week all the children spend a day at a farm owned jointly by three staff members and their families; there are scheduled classes which, with the exception of reading and writing - divided into readers and non-readers, are open to children of all ages. The writing class, for example, consists of children ranging in age from six to fifteen who are collaborating in writing a book which they hope to have published. The school puts out a newspaper once a month to which all the children generally contribute.

"In addition to the above points we feel that our school is quite distinctive in its enrollment of students from a wide variety of backgrounds and lifestyles due to our flexible tuition setup."

W.A.I.T.
Kitchener, Ontario

Contact: Bill McVey
268 East Avenue
Kitchener, Ontario
(519) 745-5302

Sorry! The information didn't reach us on time.

A Course in Leadership for Environmental Learning and Living

London Board of Education
165 Elmwood Avenue
London, Ontario
(519) 433-7239

Contact: Mr. Terry J. Clifford
Co-ordinator of Science
London Board of Education
165 Elmwood Avenue
London, Ontario

A Course in Leadership for Environmental Learning and Living is an action-oriented course which offers students direct, first-hand experience in leadership activities. It is the only opportunity available for students from across the city to study together and to actively take part in community-wide projects.

Initiated in October, 1970, on a pilot basis by Terry Clifford, Bruce Parker and Terry Roberts, the course now has 60 senior students (ages 15 to 18 years), with 5 paid, certificated teachers and 10 volunteers. The course is certified by the London Board of Education, and receives a grant from the Ministry of Education. Parents are encouraged, and do participate.

There are three basic themes: (1) Outdoor Science and Technology (40 hours of instruction for each theme). This involves field experimentation, analyzing a community, discovering relationships, experimentation with micro-worlds, research in space science, changing environments, man and his environment, etc. (2) Outdoor Living Skills: use and construction of useful camping devices, snow shoeing, aquatics, canoeing, the art of orienteering, etc. (3) Leadership: values and leadership, group interaction, initiative training, and the role of the student aide, strategies of small group leadership in the field, communication.

"It is our feeling that students learn best when they can take an active role and apply the knowledge and skills acquired to help others (teachers, students, the community at large). The course is designed to give students a perspective of their environment and to provide the necessary input to allow these students to help others learn and live in the environment today."

Lothlorien
London, Ontario

Contact: Mary and Ron Duncan
1051 Colburn
London, Ontario
(519) 438-4066

A privately, funded, elementary school.

A full description will be available in the next edition of the Directory. Contact Mary and Ron Duncan for further information.

Counterpoint School
142 Lewis Street
Ottawa
234-4202

Contact: P. Faulkner
Lynn Westlake
Judy Riel

Three years ago (September, 1971) Counterpoint was initiated by Sheila Rockburne, P. Faulkner, Doreen Millin, and Shirley Greenberg. It is a small school with 23 students (ages 5 to 12 years), three paid certificated teachers, and one volunteer. Although Counterpoint is a private school funded by parent donations and fees, it offers a core basic skills curriculum. Parents are encouraged to participate and are involved in short-term programs.

"We chose the name 'Counterpoint' to reflect the idea that our school represents a learning experience related to, but independent of, the traditional schools - our 'song' runs side by side with the existing community schools and is not in disharmony with them."

With the belief that each child has his/her own style of learning, teachers explore this style and present a program in a manner which is compatable with that style. Students are encouraged to develop their own learning program - maintaining a balance between teacher-initiated and student-initiated projects is important.

School can be many things for many people at Counterpoint. If a child needs structure, a structure is provided, with expectations and limits clearly defined. If a child functions best with little structure, choice and more freedom are given. The ultimate goal is to help a child to become self-initiating and independent, with a positive self-concept.

How is Counterpoint different?: (1) Low pupil: teacher ratio (10:1): "We can move about physically with so much ease, picking up touring exhibits, touring theatres, and science shows. Our Children can do outdoor surveys without having to go through a long list of signatures, etc." (2) Staff: This school attracts teachers who need more elbow room for their educational vision. (3) Personal Development: Emphasis is placed on personal growth. Children experience multi-age groups, participate in group meetings about themselves, their school and their work, and are encouraged to account for themselves in relationship to the group. Open expression is a vital feature of Counterpoint's learning experience, and because of this a student has an excellent opportunity to get to know him/herself and others. (4) Close Pupil-Teacher Relationship: Counterpoint teachers are not isolated organs with a magic formula - they are social beings who also mingle with the school community. Without this mutual response and respect neither teachers nor students would "get off the ground".

"School is where a child 'learns to learn', and learns about him/herself and our world past and present. We try to provide the tools and the material and are always interested in discovering with the children, and others, new ways of doing this."

Greenbank Senior School
168 Greenbank Road
Ottawa, Ontario K2H 5V2

Contact: Gordon Berry - Principal (613) 828-4587
George Fisher - Vice Principal

Greenbank Senior School is one of the few Canadian schools which functions as a number of closely knit subschools. It began 6 years ago with the firm commitment that learning can occur only when there is a rapport of respect and honesty between students and competent, flexible teachers.

This public school, which is operated by the Carleton Board of Education, has a staff of 36 certificated teachers (including guidance counsellor, remedial teacher, librarian, administrators) serving 700 students in grades 7 and 8. Student government is in the form of a council with one head boy, one head girl, a representative of each of the 5 subschools, two representatives of each classroom, and 2 teacher advisors.

The entire school works on a 6 day cycle: of every 6 school days there is one planning day for the 4 core subschool teachers who spend the morning planning their programs for the next cycle, and the afternoon evaluating pupils, talking with students and sometimes with parents. Core teachers, aside from offering courses in Math, Lanuage Arts, Social Studies and Science, also teach 6 electives each over the period of one school year. The cycle also provides for Selective Day during which each class is split in half, one group remaining with the core teacher and the other group meeting with an Aesthetics teacher who offers either Art, Home Economics, Shop, etc.. The intricacies of the Cycle System are complex and to facilitate its fluent functioning, all staff members must work co-operatively.

Greenbank's administrators and staff believe that students differ as to the degree of structure under which they function most efficiently and effectively. The 5 subschools represent a spectrum of teaching styles, from "traditional" to very innovative.

The "alternative within an alternative" is Subschool Two which emphasizes creativity and independence. Devoted to the philosophy that Nothing Succeeds Like Success, the core teachers encourage students to involve themselves in projects which are intrinsically meaningful. There is little fear of failure, and teachers and students, as well as teachers and parents, have developed relationships of mutual concern and trust. There is an attempt to interrelate the core disciplines, and to provide students with periods of relaxation exercises, sensitivity awakening, and relatively unrestricted activity.

One half of one class in Subschool Two are called "Floaters" - these people are entitled to attend more than the usual number of classes, or to spend their regular class periods in the school library to work on independent research projects.

The basic tenet of Greenbank is that of a genuine concern for the social, emotional and physical well-being of each student, combined with a solidly-based and diversified academic program.

Fairchild Free School
R.R. 1
Paris, Ontario
(519) 448-1555

Contact: Florence Shaw
Kevin Marron
Stephen Shaw
(519) 448-1555

Permission to register as a Private School was sought by Florence Shaw "to protect four public school students (two of whom were her daughters) from the necessity of attending schools which they found destructive." These four students planned to live at the Shaw family's farm and to work independently with the possible assistance of tutors. Family friends, who had been attending local high schools, heard of the project, became intrigued, and were told to contact teachers who might be willing to volunteer services. The Shaw home was offered for use of the school. A meeting was held at which students stated their goals and teachers made committments as to what they were willing to do. Time-tables were drawn up, and the school opened in September, 1970.

The number of students fluctuates, but generally there are 20, ranging in age from teens to twenties, although younger students have been registered where parents have chosen to remove them from the public schools and to take personal responsibility for their education. There is no paid staff. Fairchild members have attempted to remove the distinction between "staff" and "students" - qualifications are self-determined, and if someone wishes to share a particular skill or knowledge, the school gives him/her ample opportunity. Whether the response received is positive or negative is not necessarily a comment on the individual's abilities or personality, but merely a reflection of the student's interests and inclinations. "Degrees and certification as criteria are as irrelevant as the individual's height and weight. Attitudes are considered of more relevance than diplomas." The school's most successful resource people have been graduate students, largely from the McMaster University English Department, who have offered classes in English Literature, Philosophy and Music. Fairchild does not grant diplomas or certificates, but when a student wants to apply for university admission, the resource person with whom he/she has most closely worked writes to the University describing the student's work and commenting on the likelihood of success in the University environment. Students have been accepted at the Universities of Toronto, York, and Trent, with no rejections to date.

Fairchild members believe that dollars are not an essential factor in the formation of a school. "We have had more volunteer resource people available than student demand for their services. Public and University libraries provide us with books. Are there other essentials?"

Ideally, the program structure is created by student demand. At various times classes have been sustained in mathematics, English, history, geography, philosophy, bio-chemistry, music, anthropology, religion, political science, sociology, drama and art - there have been play readings, poetry readings, film-making classes, and visits from interesting personalities. Each student chooses his/her own course of study, works at his/her own level and rate, and is neither examined formally, evaluated, measured, nor defined by any authoritarian figure.

"There has never been any package philosophy at Fairchild which everyone is expected to accept. However, those who have been with the school since the beginning and who might be said to have influenced some of the students, walk with Blake, Dostoevsky, Dickens, George Eliot, Marx, Camus, and Sartre. This may tell you something."

Odyssey House Community School Incorporated
225 Church Street
St. Catharines, Ontario
(416) 685-4311

Contacts: Leonard Turton (416) 684-5064 OR Ed Spethmann (416) 684-9224 OR Leonard, Ed, Paul or Karen (416) 685-4311

"The purpose of Odyssey House is to provide and maintain an alternative form of education with the opportunity for children to participate in learning experiences related to the community in which they live. These experiences must be significant to their lives in an environment that respects the child's basic needs and rights as a person."

Odyssey House, registered as a charitable organization under the Income Tax Act, was created in April, 1970, by Leonard Turton and Ed Spethmann. Its 33 students (aged 8 to 14 years), 4 paid teachers, and multitudinous volunteers, are situated in an old, 14 room house which is provided without charge by the Unitarian church of St. Catharines, with an understanding on the part of Odyssey to provide utilities, maintenance and improvements at a mutually agreed upon annual cost.

Although certification is not necessary, 3 of 4 paid staff are certificated. New full-time staff members generally are hired after successful experience as volunteer teachers. The school is registered with the Ontario Board of Education as a private school, and children may graduate to the local high school system. Scholarships to cover the $500.00 tuition are granted when money is available, and budget deficits are overcome by private donations. Because they are neither a "public" nor "separate" school, no funding is given by the provincial government.

Parents are part of the Odyssey - they sit on the executive board, on committees responsible for property management, volunteer development, publicity, fund raising and student recruitment, and serve as volunteer teachers.

Parents, individuals and organizations in the community are intimately involved in the operation and activities of the school. This involvement anticipates a time when the elementary school will be a focal point of planned neighborhoods, and a part of a life-time involvement in education. The fluidity of Odyssey permits activities to centre around the skills and interests of volunteers as they are judged relevant by the students. Volunteer input and donated equipment are not geared to a predetermined curriculum; rather, they direct much of the school program.

Meetings of students, staff and any other persons at the school take place at the beginning (9:30 a.m.) and end (4:30 p.m.) of each day. During meetings, which are run by elected student chairpeople, each child and staff member having one vote, plans for activities are made and matters of general concern are discussed.

Each morning from 10 to 11:30 a.m. the basics of English and Math are taught to all students by the 4 full-time staff. Instruction, provided in small groups, seminars and tutorials, covers topics ranging from times-tables to high school level math, depending on the student's ability. If it is to the child's advantage to do little or nothing in these subjects for a period of time, he/she is allowed such freedom.

Afternoon activities (11:30 - 4:30 p.m.) are centered around volunteers (as many as 20 per week) who present themselves, or are solicited, to give a course in subjects and skills of particular interest to them. Volunteer offerings are supplemented by teacher offered courses, assistance with individual projects, outside visits, and student activities (such as the operation of a closed circuit radio station, animated films, and printmaking). Naturally, every child is free to not participate, or to go for a walk, to sit up in a tree, or to play games, etc. Also, the students manage a fund for the purchasing of project and course supplies. Before the day's closing-meeting, students and staff clean and sweep the building.

Students are members of the school community and participate with teachers in sharing information, ideas, selecting courses, setting rules of behavior and exercising discipline. The student government has liaison with the executive board, and a voting student representative attends community (parent) meetings. "The school provides the student with the opportunity to develop the capacity to make decisions and assume responsibility within the expanding limits of a maturing personality. The overall emphasis of Odyssey House is the fostering of an awareness in each child of his environment, and the encouragement of a feeling within himself that he has the ability to affect that environment if he is willing to make the effort."

A partial list of volunteer courses provided this year: transportation, rock climbing, survival, art appreciation, physics, chemistry, biology, silk-screening, prints, geodesic dome construction, clay sculpture, cooking, sewing, politics, Indian beadwork, model and kite making, drama, rocketry, marionettes, conversational French and Spanish, ecology, environment, photography, radio, magazines, weaving, batik, guitar, occult, drafting, anthropology, papier mache work, model railroad, water painting techniques, leathercraft, gardening, quilt-making, crocheting, film making, revolutions, history, stock market, military tactics, etc.!

The Alternative and Independent Study Program (A.I.S.P.)
The Oakburn Administration Annex
15 Oakburn Crescent
Willowdale, Ontario
M2N 2T5

Contact: Superintendent of Student and Community Services
The Board of Education for the Borough of North York
5050 Yonge Street
Willowdale, Ontario
M2N 5N8
(416) 225-4661

OR

Mr. John A. Gillett
A.I.S. Program Leader
15 Oakburn Crescent
Willowdale, Ontario
M2N 2T5
(416) 225-8849

A.I.S.P. was established as an official school within the jurisdiction of the Board of Education for the Borough of North York in September, 1971. The Program provides education at the Senior High School level, grades 11, 12 and 13, and students range in age from 15 to 19 years. The maximum enrollment of 160 students is limited to residents of the Borough of North York who may apply to attend through official channels. Admission is subject to the needs and space available in the Program.

A.I.S.P., as an alternative to regularly structured secondary schools in the Borough, has the following goals at the senior division level:

1. the development of a wide variety of courses which reflect the interests and needs of the students in the Program. From the beginning of the Program, it was intended to make many of these new courses academically accepted for credit and diploma purposes.

2. a different use of time in the learning process. Independent study is the dominant aspect in this new use of time.

3. varied instructional methods including the use of catalysts recruited from the professions and the business community. There are 9 certificated teachers on staff as well.

4. the development of sound staff-student relationships built upon personal interaction.

5. provision of a climate for students where they may come to understand themselves better as individuals within a larger group or learning community.

6. emphasis upon developing within each student skills in decision making about real life concerns including life style and skills in coping with the results of mistaken judgments.

7. mastery of academic subject content and skills.

8. the development of new ways to evaluate the broad areas of learning, academic or otherwise.

9. the development of a community or communality which includes students, parents/guardians, and staff.

ALPHA
Broadview Y, 3rd Floor
275 Broadview Avenue
Toronto, Ontario
(416) 461-4056

Contact: Ms. Leslie Moffat

Fundamental to Alpha's nature as an alternative is the fact that parents participate to a much greater extent than in any public school, in the governance, administration and philosophy of the education in which their children are involved. In the sense that the community exercises control over the school, Alpha is a real community school. All the families are expected to contribute at least one half day per week as a condition of their children's enrolment. Contributions may also be made outside of school hours (e.g. cleaning up, repairing materials, building furniture, typing, making renovations).

There are 65 children (ages 5 to 13 years), two Board of Education paid teaching positions, and a secretary/co-ordinator. There are four voluntary positions in the school each day which are filled by parents and resource people. At any one time these four volunteer positions must be filled.

"Learning is synonymous with the discovery of something personally meaningful. Obviously what is meaningful varies from person to person and choices must be offered. To succeed in inducing motivation, prompting growth and providing unifying experiences, the learning milieu must revolve around the following: (a) choice of activities (b) committment to the chosen activity and to the time when it is carried out (c) group participation."

"To integrate the above programme into a workable situation, close co-operation and co-ordination between the teachers and the volunteer resource people and parents is required."

Black Education Project
355 College Street
Toronto, Ontario
(416) 922-8537

Contact: Ms. Marlene Green
(416) 922-8537

The Black Education Project was initiated in October 1969 by Horace Campbell, Hank Clarke, Ainsley Vaughn, and other members of the Black community "to ensure that young people of African descent get the academic help they need to cope with the school system...within a framework of black support and a positive black identity...to provide also a clearer picture of our cultural heritage".

The project has 2 programs: (1) the remedial academic program which offers remedial work or upgrading to anyone from 5 to 105 years of age. These classes are held on weekdays from 5-7 p.m. and from 7-9 p.m.; (2) the cultural school functions on Saturdays, offering classes in dance, painting, etc. to 4-16 year olds. Members have held successful variety concerts in an effort to raise funds.

The Project reaches at least 125 people, some of whom attend both the cultural and remedial programs. There is one paid staff member and 40 volunteer teachers, most of whom are graduate teachers and university students. All members of the community, including parents, are encouraged to participate, and to offer help to younger children in areas such as reading. To date, funding has come from money raised almost entirely in the black community, but a government grant is forthcoming for 1973-74.

"Black children have been ending up in special education classes and in vocational schools in what we feel are disproportionate numbers. This program attempts to break the cycle, and at the same time to provide them with pride in their heritage and in themselves through personal interaction with black teachers.

This is the only place that offers such individual attention."

The Black Education Project does not give graduate diplomas - it gives people support, education and a sense of cultural and personal worth.

Contact School
203 Oak Street - temporary address
Toronto, Ontario

Contact: Harry Smaller
19 Longspur
Toronto, Ontario
(416) 759-5250

In October 1972, a small group of interested teachers and educational theoreticians opened a school founded on the philosophy that "you cannot teach what one does not wish to learn".

Contact students are drawn from all streams of the secondary schools in Toronto, but emphasis for recruitment is placed on young people who have "dropped out" and who wish to continue their schooling in an alternate setting. Presently there are 50 students (aged 14+ years), with a staff of 9 certificated and 2 non-certificated teachers. The school is funded by the Board of Education and grants high school diplomas.

It is a humanistic environment, the major purpose of which is to motivate the student and to re-establish in him/her a sense of self-worth. In order to eliminate the gap between teacher and student often caused by fear, and to develop other necessary pre-conditions for learning, Contact gives attention to the individual needs and interests of the student, provides flexibility for the development of greater responsibility for decisions made by the students, and encourages personal contact and rapport among all members of the school community.

The implementation of these ideals is realized in a variety of ways. Classes are held only in the evenings to enable students to either work or to search for employment during the day. Each class is held for two hours once per week, but the decision to attend is the student's. There is emphasis on the upgrading of skills (such as reading and writing) and on the integration of course content from several subject areas. Courses often are initiated by student demand, with both staff and students searching for a teacher to lead the course.

There is not one representative teaching technique at Contact. Generally, teachers and students work at a 1:1 level, and are willing to try any approach which helps the student to learn and to integrate the information.

In the Fall of '73 Contact will become a day school, with, hopefully, an enrollment of 100 students and 7 full-time staff. No doubt the nature of the school will change with this major shift in size, location and school hours, but Contact will continue its attempt to attract young people who want schooling, but who want it in their own terms.

Embrio has requested that their self-description be reprinted in its original form. We respect this request.

Embrio Private Free School
c/o YMCA
40 College Street
Toronto, Canada
(416) 920-9210 Ext. 43 (until July)

Contacts: Ellen Nissenbaum
198 Kennard Avenue
Downsview
(416) 633-2352

OR Terry Dodson (416) 690-0655

The Embrio was conceived in September, 1972, by some high school students with critical, analytical minds. Fortunately, they also had hearts that defied the abortive attempts of school administrators who wished to stifle the all-embracing learning that comes of spontaneous interest, discussion and discovery.

There are a total of 20 students who have indulged in or are partaking in our classes. There are 10 knowing adults who volunteer anywhere from 3 to 12 hours a week for a course or two, and who thereby learn from and assist their students.

Now, ANYBODY is eligible to attend Embrio. Any restrictions on newcomers are self-imposed (perhaps on the advice of a previous student). You see, Embrio has been in existence for only one year. Nevertheless, the individuals who have been active in it have rather sharply defined stances on many moral issues, and it is possible that a new person would find it too difficult to adjust to ideas, such as the responsibility of one student to another student for attending their classes regularly, when the person has just come out of a high school which demands that you be answerable to a teacher or a report card. All this may change in due course, no doubt, when newcomers form the vast majority next year, and especially when they are forced to work together with strangers in order to find more teachers and common grounds for a class.

As for money, WE DON'T HAVE ANY. Not a red cent. Our space, equipped with 2 rooms and a telephone, has been kindly provided by the YMCA for free, and our teachers, as I have said, are volunteers (mostly from York University). We spend much of our class time at various teachers' apartments or offices, and therefore most have become familiar with the intricasies of Toronto.

Do we wish accreditation? Only if it's free in all ways, and you can bet your sweet booties it isn't. However, if next year's people find a particular need for credits, we may pursue them, I guess. It is undoubtedly a fallacy to believe that Universities do not accept free school kids without credits. They have and they are.

Parents have been invited to participate in school affairs (we have few collective concerns to deal with because we are geared mostly towards individual development and the state of our classes). We had a parents meeting in which everyone was relieved and reassured so much that they didn't bother to come to the next one! We had hopes that some parents might join existing classes or form their own night classes. However, no one had the initiative, except one mother who couldn't find others to participate. Perhaps next year.

There are few things that I can assure you about if you are considering working in or with Embrio next year. I can pretty well assure you of a chaotic situation where one person can have a strong effect on the workings and thinking of those around him. Indeed, isn't that what this whole ruckus on the campuses is about - being able to effect a change? - Knowing, not only that you can speak but that others will listen and appraise. I can pretty well assure you that, if you're human, there will be someone asking you questions more personal and immediate than you are usually confronted with. And, almost inevitably in the social sciences, emphasis is put on constructive theory and applications rather than just criticism. A high school free school person usually knows what a real alternative can do, and therefore won't settle for mere cut-ups of existing structures. You can study or teach anything that you love, but you are not guaranteed that there will be others with similar interests, only that others will assist you with constructive suggestions for resource people, etc. There has never been a time that a student was unable to study an area. There are too many people in our city that would love to teach, including technologists, draftsmen, planners and other professionals. Apprenticeship is also an excellent way to learn. If you need other students in order to attain the services of, say, a professor, you can invite another free school to share a class. There will probably be 5 or so private free schools in Toronto next year.

For facilities Toronto is a goldmine for young people. There are free theatres, willing churches and YMCA's or YMHA's for gymnasiums, and young music groups (including classical). You've just got to have eyes in your head and a not yet squashed curiosity.

Erin Lane School
P.O. Box 337, Station "P"
Toronto, Ontario
M5S 2S8
(416) 361-0653

Contact: Mr. Grainger Cowie
(416) 361-0653

Some facts about Erin Lane: It began on September 4, 1973, initiated by Grainger Cowie, Rev. Harry Robinson, and Dr. Arnold de Graffe. There are 28 students (ages 17 to 20 years), with approximately 60 resource people (doctors, economists, welders, musicians, artists, politicians, etc.). Tuition fee is $500.00 per year, and the school receives various donations. Erin Lane decided as a group to not become accreditated, "We would rather develop our own method of evaluating ourselves according to the philosophy of the school. Also, we are assured it is not necessary for university admission." The advisory board is composed of five parents who help in decision making. Parents are invited to take part in different seminars, and it is hoped that they can share parties and fellowship times together throughout the year.

" To become more than its own caricature, however, schooling must become a process which consciously includes the whole personality and experience of each of the members of the learning community. All the members, whatever their kind of membership ('students', 'teachers' and 'co-ordinators'), necessarily interact with one another on a number of levels around their school relationship. These various levels of interaction, including the emotional level, the policy-making level, the economic level, all effect and are affected by the primary level of the school relationship. And that primary level of interaction is the learning process itself. For most of us, learning to recognize and appreciate these various levels of whole-human interaction in a learning community is the hardest and most important single "lesson" we hope to gain from our experience at Erin Lane."

The form or structure of any entity is the embodiment of a principle or set of principles. The embodiment of a set of principles, i.e. a structure, and the principles themselves, reinforce each other. This concept should be kept in mind in order to gain a full understanding of the programme structure of the Erin Lane Learning Community, a description of which follows.

Erin Lane people feel that the rigid boundaries traditionally drawn between "social activity" and "academic activity" as regard the learning experience are largely artificial. Both are equally valid. The programme structure is designed to facilitate an understanding which enables the individual to gradually develop a meaningful picture of our society at large, by gaining some understanding of the inter-relationships between the ostensibly un-connected events of our world, and between the various elements of the diversity of life in general. This quest for an understanding of the unity of life through developing and using one's analytical powers, Erin Lane calls "integrated learning". Their structure is the embodiment of this "principle-in-practice" - integrated learning. It provides a "method of operation" for the curriculum, which is the focus of learning community and as such is the unifying element of the school.

Four major areas of study have been discerned from the key areas of life. The subjects constituting each area are bound together by a common thread, be it a common perspective, approach, or focus. The four areas of study are termed the Macro Social Sciences, the Micro Social Sciences, the Arts, and the Earth in Time and Space.

The focus of the Arts area is the aesthetic, and the forms and artifacts which express a "culture". The Macro Social Sciences is structural and societal analysis and concepts. The Micro Social Sciences is emotional growth and development and personal relations. The Earth in Time and Space is an analysis of the nature of the role of Science and Technology. Any student who wishes to pursue a particular subject of interest (e.g. Hebrew, Spanish, yoga, cooking, welding) is encouraged to do so, and qualified resource people are found.

To use the Macro Social Sciences as representative of the pattern of how Erin Lane operates: there are four major courses of study within the Macro area. These are Political Theory, History and Economics which are characterized by a reading, discussion and essay writing approach; and Urban Studies which is characterized by a research and action approach. Seminars for each course are held weekly. Secondly, there is a weekly seminar in which all students from the four courses meet together to share ideas, etc., relevant to each course. This is in a sense an "overview" seminar.

Much of what is learned in each area of study permeates into the learning community as a whole. This results in an emotional and intellect cohesiveness and a strong continuing interaction.

Structurally, this occurs as such:

Firstly, there are inter-disciplinary seminars in which two or perhaps more areas of study meet together to discuss, share - to learn a topic of common interest, (e.g. Class, Race and Prejudice seminar, with Macro Social Sciences and Micro.)

The next step is the whole school seminar, in which the entire community meets together to gain insight into a topic through presentations, or generally to discuss and share - to learn - about a topic of relevance to all, (e.g. Chile crisis). Occassionally, activities such as sports or watching films replace the above format.

The final step in this order of seminars is the 'general meeting'. This is recognized as the forum where everyone has the opportunity to relate their feelings regarding how they feel their working together in 'community' is going. As well, the meeting is the time in which policy-making and administrative decisions are made by all the members of the community.

"We feel that the Erin Lane learning community is a valid alternative in the educational spectrum, and it is our hope that we can continue in that direction."

wthorne Bilingual School
Vaughan Road
ronto 4, Ontario
16) 653-6544

Contact: Margaret Tilbrook
(416) 653-6544

Margaret and Frank Tilbrook were originally inspired by A.S. Neill. ey felt that public schools and conventional private schools took the "fun" t of childhood learning, so they started Hawthorne which aims to keep the n in learning.

Begun in September, 1969, in rented premises, with an enrollment of 28 ildren, the school now has its own building, 150 students (aged 3 to 15 years), full-time teachers, 5 part-time teachers, and varying numbers of volunteer rkers. The volunteers are frequently parents, but sometimes they are pro- ssional "experts" such as a master potter, weavers, creative drama teacher, int maker, sculptress, and many more. Most staff have university degrees, and l are experienced teachers before coming to Hawthorne. Each teacher is respon- ble for one subject or school area, but takes part in all activities and helps erever required. Fees at present are $750.00 a year, to be increased in 1973-74 $75.00. Margaret Tilbrook works without salary, while fees are sometimes pplemented by personal loans from Frank Tilbrook, and by fund raising efforts.

The student body is divided into groups of 15 children per teacher, under e headings of "Nursery-Kindergarten" (age 3½ - 4½), "Transition" (age 4½ - 5½), rimaries" (age 5 - 8½), "Juniors" (age 8 - 15). Nursery and kindergarten children e taught almost completely in French, spending most of their days with a French- eaking teacher, but joining in English language activities for short periods of ch day. These youngsters are encouraged to mix with the older children, and to serve science, reading and mathematical activites.

Grade school children are graded by age for music, art and physical educa- on; at other times they are grouped by ability, interest or inclination. The ildren meet their own "homeroom" teacher first thing in the morning (after the ily assembly where children and teachers are notified of special plans for the y) to discuss their plans, and again at 2:30 to write up their diaries. Home- om teacher is responsible for seeing the basic program accomplished (i.e. reading, th, French), although does not necessarily teach it.

"French in our school is a language not a lesson." It is taught conversa- onally until the children can read and write fluently in English, at which time éthode Dynamique" is introduced and the children read from these books and follow e exercises in the work books. Because it is a requirement that French-speaking aff never talk to students in English, children are constantly being exposed to e language. There is a daily period of formal instruction in French, and one m lesson per week is conducted in French.

Reading is the second compulsory subject, which is taught using a wide sortment of methods. "We try to teach the child, not the material" - there is ading material of all types available and the student may choose the area in ich he/she wishes to work. Children are encouraged to express themselves in etry, film or play scripts, stories, daily journals,the school's yearly magazine, iting thank-you letters to visitors, copying recipes, etc.

In mathematics, science, history and geography, students not only do research from books, but utilize their surroundings as sources of inspiration and information. A valuable adjunct to the school is the Tilbrook's farm, where students and teachers spend varying periods of time throughout the year - children learn to cook, to plan outdoor activities, to collect and boil maple sap, to sheer the sheep and to dye and weave the wool, to shop for groceries, to measure quantities of rabbit food, and so much more.

Hawthorne provides opportunity for just about any kind of creative activity - clay, batik, painting, drawing, weaving, silk-screening, candle making, etc., etc. The heart of the school is the Activities Room, a most unusual and exciting place, incorporating a kitchen, clay area, painting, weaving, batiking, woodworking, junk, and animal areas, and a reading area. Music, movement, swimming, skating, soccer, tennis and basketball are also popular pasttimes of the Hawthorne people.

Believing that the school should be an extension of the home, school opens at 8 a.m. and closes at 6 p.m. Regular school hours are observed, but a play program is provided (at a nominal fee) before and after school for children of working mothers with outside help engaged for these services so that children do not feel that this is just a continuation of the school day.

Parents are invited to be friendly observers, volunteer helpers, or members of various committees. For example, one parent, a puppeteer, makes puppets with the children once a week.

"Learning and school should be fun...yet achieve academic results. But, above all, a child's school life should be a positive human and humane experience. ...We have here a friendly community which is, almost incidentally, a school!"

Inglenook School, Incorporated
54 Farnham Avenue
Toronto, Ontario
M4V 1H4
925-9982

Contacts: Richard M. Haney
Janet E. Sankey
F. Lesley Garratt

Inglenook has been in the planning stages since September, 1972, and will begin classes in September, 1974. Their plan is to enrol 25 to 50 students initially (ages 14 to 20 years), and to hire four paid full time staff, two paid part-time, and as many volunteers as can be found. One strong entrance requirement is that a student must be a response-able member of the Toronto community and of the school. Teachers are specialists in their fields (not necessarily certificated), and must be "application-oriented rather than idealistic theorists". Although Inglenook is a private school, it will be accredited by the Board of Education. Tuition fees are $1,250 - unless grants and contributions are made available. (Financial aid to those in need is a major goal).

Parents are involved only if they want to be, and if the student wants them to be. The family has a membership in the school which entitles them to one vote on major decisions.

The school has no grades, and testing and marking are minimized and transformed into a learning process and into a means of communicating students' achievements to others. Students are encouraged to take a balanced programme of courses in Arts, Sciences, Communications, and Social Studies to develop sensitivity and to be able to fully express themselves physically, mentally and spiritually.

What makes Inglenook an alternative? It is small; it is a membership-owned-and-run group with a strong set of 15 pages of bylaws which are a model for a "well-balanced, social democracy", they plan to start a natural food co-op with art class doing the art work, woodworking students building the shelves, economics student keeping the books, etc.; they plan to have a percentage of students from other countries; each student will be required to do at least one Outreach Project per year; their philosophy stresses interrelating the Arts and Sciences; it is a microscopic model for a potential future society with responsibility and participation as key factors.

"Human growth and wisdom are the motivating factors and money takes its realistic place as a foundation from which to build ...If it becomes an exclusively middle class school run by and for that class we will liquidate and close up."

LIFE School
6 Trinity Square
Toronto, Ontario

Contact: Ms. Irene Jaskulka
9 Fontainbleau Drive
Willowdale, Ontario
M2M 1P1
(416) 222-7844 or 222-6183

LIFE School, begun in October 1970, is a community of students, catalysts, and resource people, seeking an opportunity within a freer environment to develop their academic and personal needs and abilities. "In order for students to become educated so that they can live and function in the real world, it is essential that all their learning be relevant to this real world. Therefore, the prime purpose of all study must be life itself. To this end the student must not be isolated from the community of which he/she is an integral part. Rather, he/she must be allowed the freedom to become aware of his/her own particular needs in order that he/she may strive towards making a constructive contribution to this community."

LIFE is a non-graded alternate school with students of high school age who are responsible for their own learning. The curriculum structure enables students to choose their own courses, to bring to their courses catalysts and resource people in small personalized groups, and with them to determine the method and direction in learning. Students are responsible for the administration and organization of the school, including finances and external negotiation.

An average of 30 students are enrolled in the school each year, most of whom reside in the Toronto region. Staff consists of professors, teachers, and other interested people who have volunteered their time and energies to participate in this educational experience. Resource people are skilled persons who wish to become involved with the school as consultants or occasional instructors - they serve also as liaisons between LIFE and the Metro community. At present, LIFE occupies three rooms in #6 Trinity Square; however, several classes operate wherever physical or technical requirements dictate - for example, television or radio facilities, art studios, science laboratories, and the city. For the current school year, LIFE students have voluntarily agreed to a nominal monthly tuition fee of $5.00 to cover rent and other administrative expenses.

LIFE School is registered with the Ontario Department of Education as a private high school, and is incorporated as a non-profit organization under the Province of Ontario Corporations Act. (All donations are tax deductible.) LIFE students have had 100% acceptance to their first choice university, including York University, University of Toronto, Sheridan College, Ryerson Polytechnical Institute, University of Waterloo, Dalhousie University, to name a few.

Perhaps the key words of the philosophy of LIFE are involvement, self-motivation, and decision-making. Each week the student body meets to discuss and to decide on matters of administrative and personal concern, and each month a school Council, consisting of all students, catalysts, and resource people, meets to establish policies affecting the school, such as structure, admissions procedures, and finance.

Various factors indicate positive support for the aims and objectives of LIFE School. These include: increased student enrollment, growing interest among concerned Torontonians, strong support at educational and non-educational conferences, student acceptance into universities and Community Colleges, and specific community requests for assistance in their projects. These endorsements of LIFE's approach to learning ensure the need for the school to continue.

Multi-Age Grouping Unit (M.A.G.U., pronounced Magoo)
c/o Wilmington Public School
200 Wilmington Avenue
Downsview, Ontario
(416) 633-8812

Contacts: Ms. Betty Fogel
100 Sandringham Drive
Downsview, Ontario
(416) 633-5962

OR

Ms. Susan Bain
247 Pannahill Road, Apt. 2
Downsview, Ontario
M3H 4N9
(416) 636-8676

A group of parents committed to provide a community "free school" met with officials of the North York Board of Education (Toronto) and persuaded them to support the school on a three-year experimental basis. The Board complied and MAGU began operating in September, 1969.

The MAGU community is housed in a small portion of the Wilmington Public School. There are 93 students, aged 4 to 15 years. The first year the school covered grades Kindergarten to 6; the second year this was extended to grade 8; the third year from junior kindergarten to grade 9; as of this writing, the school has been granted permanent status, and has been extended to grade 13. Anyone who is a resident of North York may attend the school. Guardianship is required of those who live outside these boundaries. MAGU tries to strike a balance of talents among its 4 full-time (certificated) teachers, such that one is strong in science, another in history, another in reading skills, etc. Of greatest importance is that staff must be prepared to work with parents and students in a democratic fashion in all facets of school life. "Staff members must be warm people who are genuinely happy living and working with children, and dedicated to the community school concept." Most volunteer staff are parents, but in addition, students from Antioch, Seneca and York University, as well as other resource people, lend their talents to MAGU. On the average, there are six resource people in the school on any given day.

MAGU is funded by the Board of Education on exactly the same basis as every other public school (i.e. on a per/pupil basis), but the members have a small fund of voluntary contributions by parents (approximately $5.00 per family per month) which pays for trips and supplies not covered by Board funds.

The school's educational philosophy is largely based on the Hall-Dennis principles which emphasize intrinsic motivation in the learning process. MAGU aims to: make the curriculum and learning relevant to the individual; stress intrinsic motivation; maximize community participation in the schools by involving parents, community resource people, utilizing community facilities, and in turn by making school facilities open to the community; create a situation in which individualized learning can develop and people can learn to live with each other in a constructive and happy manner.

At MAGU the child has total personal freedom, provided that he/she does not infringe upon the rights of others, or endanger his/her health or safety. Classes are scheduled by mutual agreement among teachers and students, but the child's time is never totally scheduled. There are several "multi-age" groupings of children in various classes, projects, trips and areas. Courses evolve in response to student demand and interest - there are classes in everything from horseback riding and pottery to basic skills, French, Spanish, history, etc., as well as cooking, sewing and gardening.

"Parents are the heart and soul of this school." About 90% of the parents participate in some aspect of MAGU; either as a member of one of the committees which forms the governing structure, as a member of the telephoning, mailing, (etc.) committees, or as volunteer staff. Students, teachers, and parents work together to form decisions on curriculum, on philosophical issues, on methods of translating philosophical beliefs into action, and on solving the many day-to-day problems of existence. Parents also participate with the Board in making hiring decisions.

Individualized learning, multi-age grouping, personal freedom and parent participation are the major features which define MAGU as an "Alternative".

Montcrest School
(formerly The January School)
4 Montcrest Boulevard
Toronto, Ontario
M4K 1J7
(416) 469-2008

Contact: Mrs. W.J. Lumbers
(416) 469-2008

The Montcrest School, founded in 1961 by Dr. and Mrs. T. Gruggier, as the January School, is a kindergarten-elementary school committed to providing a setting in which bright young children are introduced to planned learning at the earliest age they appear ready for it. The School was founded on the philosophy that young children are ready and eager to learn earlier than is usually assumed.

Curiosity is natural even in the youngest of children, and the School nourishes and encourages this quality.

To foster the maximum growth of the child's intellectual and social potential, Montcrest School classes never exceed twelve students. The School sets no arbitrary age limit for enrolment in Kindergarten or Grade One. Progress through the School is keyed not to age but to the child's own rate of learning. Presently there are 56 students, ages 4 to 14 years.

The Montcrest School curriculum follows the curriculum suggested by the Ontario Department of Education. It emphasizes the basic skills in language and mathematics, but this does not imply a secondary role for science, social studies, music and the arts. Oral French begins in Kindergarten. Physical Education and a Shop Programme provide physical and mental discipline for both boys and girls. The School also offers activities in arts and crafts, including ceramics. The music programme is based upon the Orff method of instruction.

Montcrest has developed a special teaching programme for children with reading disabilities. It emphasises the importance of recognizing this problem early in the child's learning career, and of designing a programme specifically tailored to each child's individual needs. This programme is integrated into the regular School curriculum so that the children are started on their way towards the mastery of language skills within the context of normal social and educational relationships.

Staff is carefully selected for its ability to enrich the child's learning experience. Their maturity and technical skills as teachers go hand in hand with concern, devotion and humour, to create the atmosphere of a family school where the teaching-learning activity is not a drudgery but a pleasure. The teaching takes place in an atmosphere of freedom combined with discipline, practical restraints, and guidance; the child learns to enjoy widening freedom as he grows, and equally important, learns to respect the freedom of others. At present there are 8 teachers, 1 volunteer, and 1 office staff.

There is a high level of parent involvement in the activities of the school, and in the well-being of the school as a whole. Written assessments of students are sent to parents at least once each term, and individual parent-teacher conferences are also held each term, or as often as may be necessary.

The school year is divided into three terms - Fall (September - December); Winter (January - March); and Spring (April - June). In special cases, students can be admitted in mid-term.

Montcrest overlooks the fifty acres of Riverdale Park, and enjoys the use of the facilities of the park for winter and summer sports and Kindergarten recreation. Bus transportation to the school is available, as well as efficient public transportation.

Scarborough Village Public School (Bilingual)
3170 Eglinton Avenue East
Scarborough, Ontario
M1J 2H3
(416) 261-1970

Contact: Mr. W. Duncan

Scarborough Village Public School (Bilingual) is a public school which began operating on September 4, 1973. With an enrolment of 282 students (ages 4 to 11 years), there is 1 principal, 9 paid teachers, and parents who volunteer in the school. Any public school child may attend their K to 4 programme.

Scarborough Village is distinctive for its family grouping in the 4 to 6 year old areas, its individualized reading and mathematics programmes; also, junior K, K, and grade one are activity-oriented, with students moving from room to room during "free-choice" periods. Especially interesting is the fact that French is introduced informally throughout the grades.

SEE (School of Experiential Education)
28 High Street
Toronto 18, Ontario
(416) 259-4657

Contact: Douglas M. Parker
(416) 259-4657

As its name suggests, SEE is a school of experiences. It attempts to provide "an alternative learning environment which emphasizes a humane atmosphere, freedom and self-discipline, involvement in the community as a source of learning, and the co-operative efforts of both staff and students to produce a richer and more effective way to develop each individual's view of himself and the world. ...Another purpose is to expand the concept of learning beyond narrow traditional subjects; to emphasize multi-discipline studies, to integrate reading, discussions, class time, personal and group experience, research and even social activities into a total learning experience."

SEE is a public high school (grades 11,12 & 13) which was initiated by teachers and Board members in Etobicoke in September, 1971. There are 100 students (aged 15 to 20 years) who are chosen by lottery, and whose parents or guardians must be taxpayers of Etobicoke. Staff includes 4 full-time certificated teachers, plus several part-time paid and volunteer teachers.

SEE offers core subjects (Communications, Social Sciences, Pure and Applied Sciences and the Arts) plus countless options often initiated through studen demand. Some are credit courses, others are non-credit, but no course is compulsory A student may take any number of credit, or non-credit courses, and he/she may choos to use his/her time attending classes, reading or socializing throughout the school, delving into material in a library, exploring the community at large for human and geographic resources, and so on. Classes vary in size and in degree of structure, depending on the teacher, the nature of the course content and the wishes of the stu dents. But major emphasis is placed on independent research - on initiating, and carrying out projects on virtually any topic that captures the student's imagination

General meetings, regularly held to discuss issues of general or persona concern, employ direct representation (1 person-1 vote) in decision-making.

Because the student population is small there is ample opportunity for intimate friendships to develop. Arbitrary distinctions of age and grade level are non-existent so that all students mix freely in an atmosphere of acceptance. Teache play the role of "friend, philospher and guide",always willing to listen to students to advise them, and to learn from them.

Parents generally do not participate at SEE, although some have served as resource people. Resource people may speak at the school on one occasion, or may return week after week to lead seminars in areas of student interest.

Aside from the opportunity for individuality and for comradeship, SEE fosters 1:1 (teacher:student) interaction, independent study, flexibility and integr tion of subject fields, democratic decision-making (whether during general meetings, or in evaluating students' work for credit), use of the community as a learning re source, and use of parents as resource people.

The Common Room is a moody room - sometimes silent, often bustling; the basketballs and volleyballs in the gym are seldom laid to rest; music can be heard eminating from many directions; students are endlessly discussing current topics, philosophy, personal news and views. SEE has an energized spirit which never ceases to ask "Why?" of the world around it.

SEED (Shared Experience, Education and Discovery) Contact: Bob Beardsley
YMWHA (416) 921-4181
750 Spadina Avenue
Toronto, Ontario

In the summer of '68, SEED was initiated by a small group of members of the Board of Education, school trustees and university students. Designed as a daytime program for the masses of unemployed young people, it offered workshops in any area for which there were demand, interest and resource people (e.g. The Law, astronomy, philosophy, woodworking). Between 300 and 600 young people (ranging in age from 11 to 30 years) had some involvement in the program; thus, it continued during the winter in the form of evening classes, and throughout the summer and winter of '69. In September, 1970, a core group of students and teachers began a full-time offshoot of the summer program.

SEED accepts a maximum of 120 students (usually aged 13-20 years), chosen by lottery from applicants within the City of Toronto. Non-SEED students are permitted to audit courses. There is a co-ordinator, 3 full-time and 3 half-time certificated teachers, and countless "catalysts" who offer credit and non-credit courses in any subject for which there is student demand. The school, funded by the Board of Education, grants high school diplomas.

The majority of courses are initiated by students who find a group of people who share an interest in a particular subject, and then search for a teacher or catalyst to informally lead the group. Classes headed by core teacher vary in degree of organization and structure; some require regular attendance, others do not hold formal classes or seminars but prefer to have individual discussions with each student.

Although attendance is non-compulsory, and there are often no "marks" given until grade 13, students are expected to use their time reading widely in preparation for seminar discussions. Written work is evaluated by both teacher and student, on the premise that critical comments and mutual exploration are valuable aids to a learning experience. Independent study is encouraged, no formal deadlines are imposed, and the only pressure on staff is from the students themselves. Teachers, who offer help to students upon request, develop open and accepting relationships with their students.

Some parents serve as catalysts, while all parents are invited to attend evening school meetings held every two months to discuss major issues. Also, newsletters are periodically mailed to parents.

SEED provides an environment suitable for young people who are intensely curious about the world outside the school. Articulate discussions and creative projects are common phenomena at SEED. With each year of growth the chemistry of the school changes, as in-coming students and teachers shape it into the kind of experience they want it to be.

THEA
c/o YM/YWHA
4588 Bathurst Street
Willowdale, Ontario
(416) 636-1880 (Switchboard)

Contacts: Debby Tessler (416) 633-8828
Cheryl Skovronek (416) 638-4915
Sharan Anisman (416) 636-5864

"Learning what you want to learn, with other interested, motivated people in an atmosphere conducive to discovering." This is THEA, a school started in June, 1972, by Sharan Anisman, Cheryl Skovronek, Debbie Tessler and Mike Fine. Anyone may apply for an interview to attend the school, which now has an enrollment of 18 students, aged 16 to 19 years. The 21 volunteer staff members need not be certificated, but they "must be sufficiently qualified in their chosen subject area." For example, THEA's journalism class is taught by a journalist.

THEA's funds come from the students themselves. A $4.00 admission fee is paid at the year's start, this money going towards the payment of a $50.00 inspection fee (the school is recognized by the Department of Education). Students are expected to supply all needed materials. The YM/YWHA has donated the use of 2 rooms during the school year, and classes take place there or in the homes of teachers and students.

Classes range in size from 3 to 10 students per teacher, with each class lasting for 2-3 hours, once a week. Of course, this is subject to change in accordance with the needs of the particular group. Tests and the assignment of marks are left to the individual groups to decide upon a workable method.

This year parents were neither encouraged, nor discouraged, from participating, with the result that there was little parental involvement. Next year a definite effort will be made to energize and activate parents.

Every THEA student is an integral part of the program, and is thus responsible for him/herself, as well as for any committments undertaken at the school.

The Toronto Waldorf School
1087 Lilliam Street
Willowdale, Ontario
(416) 225-7177

Contacts: Mr. David Taylor
Mr. Ray Haller
Mr. Helmut Krause
(416) 225-7177

After Sept. 5/73: 9100 Bathurst St.
Thornhill, Ontario

"Our highest endeavour is to educate free human beings who are able of themselves to impart purpose and direction to their lives." Three couples, the R. Routledges, the D. Andresses, and the A. Howards, were committed to this endeavour; thus, they initiated Waldorf in September, 1968. It began with a kindergarten, nursery, and grades one and two, but has since expanded to accommodate nursery to grade seven. By September, 1973, there will be 175 students (aged 3½ to 13 years), with a paid staff of approximately 20 people. The children come mainly from the North Toronto area, but anyone may attend. Teachers' first qualification is a basic commitment to the underlying philosophy of the school, and prior experience is of course extremely useful. At present, the top grade is eight but as the number of grades increases, the staff intends to issue accredited diplomas at the end of grades 8 and 12-13.

Most of the school's expenses are covered by tuition, and there is sizeable funding through private foundations and parental donations. Much of the money and parent participation are now being directed toward the building of the new school at the Bathurst Street site. Parents have helped to clear the land, pour concrete, unload box cars, raise money, paint walls and sew drapes. "We are very fortunate to have within the parent body professional people whose talents carry this monumental work forward quite smoothly; that is, architects, engineers, heavy equipment operators, Yonge Street subway construction superintendents, and so on." In addition, parents volunteer their help with projects such as fairs, workshops, plays and bazaars.

"The physical birth of the child is only the outward sign of a period of gestation which lasted nine months. There are also less obvious signs of later births when the child learns to stand, to say "I", to comprehend his own personality and to assume adulthood. Each of these is a kind of birth or outward sign of development. If the teacher reads these signs rightly, then he will bring to the child only those things which are suitable to him at certain times. Therefore, the subject matter of the younger classes will be designed expressly for them and will include rhythms, movements, gestures, and active learning. Older children will learn current history, geography, physics, and so on. Young children are addressed mainly through the limbs, while older children are addressed through their feelings and their intellect."

Each grade one has its own teacher for a special morning lesson, and this teacher remains with the group through each grade up to grade eight. The central core of the academic work in grades one to four is hinged on mythology. Thus, the youngest children will learn to read and write from the pictures and gestures of the fairy story. History is the central theme in grades five to eight. If, for example, the older children are studying 16th and 17th century European history they will simultaneously examine astronomy and physics. "...mythology and history are recapitulations of man's evolution on this planet. The child imitates and follows this evolution in his own development, and when the school work is in harmony with his development, the child comes into harmony with himself."

Toronto Indian Alliance, Ahneen Project, Contact: Edward Jacobs
Metis and Non Status Indians of Metropolitan Toronto, Toronto, Ontario
492 College Street (Basement)
M6G 1A4
925-1178 (79 and 70)

"AHNEEN" began in February, 1971, as a Local Initiative Programme under the Toronto Council, Ontario Metis and Non status Indian Association. "AHNEEN" was designed to improve local life through the encouragement of native citizens to participate in programmes of self-direction.

"AHNEEN" is a programme for all native people; the aims and objectives being:

- to serve the TOTAL native community (there are about 85 to 100 students participating in various areas of the programme)
- to serve the interests of ALL the people
- to encourage participation of ALL native people and all factions in self and community betterment
- to develop and effectively expand communications within the Metropolitan Toronto native community
- to continue utilizing an ongoing process of citizen growth through participation
- to develop dignity and pride in native heritage
- to assist native people in their right to full participation and sense of belonging to Canadian Society
- to promote public awareness of issues concerning the Toronto native community
- to encourage the development of leadership in the Native Community

Classes are geared toward cultural aspects of the native person, as well as toward upgrading in certain areas of education (tutoring) and employment.

The "Ahneen" Programme includes: (1) Cultural Awareness (instruction in native language by use of audio media and group assemblies; Arts and Crafts instruction); (2) Sewing and Homemaking; (3) Driver Education; (4) Child Education (tutoring of young people); (5) Media Skills Development (basic training in the uses of audio-visual equipment).

In all the areas described, the "Ahneen" Programme has made contact with approximately 500 families in Metropolitan Toronto. These families have made "Ahneen" a vital and essential part of their lives. Since the native community of Toronto is the largest unrecognized reserve in Canada, it is the purpose of "Ahneen" to expand its services to include the majority of these people.

The programme involves the active participation of fourteen trained native people. This training was received within the Programme.

Parents are encouraged to participate in the Programmes, and many have become involved in one way or another.

ANNOUNCEMENT

The Toronto Indian Alliance, Metis and Non Status Indians of Metropolitan Toronto, (Formerly: Toronto Council O.M.N.S.I.A.), announces that THE CENTRAL INFORMATION AND REFERRAL SERVICE is now open to all Native Indian Organizations.

This service will supply information of resources such as: Welfare, Social Services, Children's Aid, Police and Legal Aid, Clothing, etc. And the Referral Service will hope to have knowledge of all activity surrounding the Native Indian Community such as meetings, dances, sports, calendar of events, etc.

If your organization has any announcements to make, you should send this information along with your mailing list. All your expense will be is the paper and postage and we will do it for you, (write it up, type it up, and run it off).

You can help build the Referral Service by letting us know of persons on your staff, contact people and other information that would be of interest to the community.

For further information call Mabel Baker, 925-1178 between 9:00 a.m. and 5:00 p.m.

West Nohant Private School
1785 Finch Avenue West (in York Woods Library)
Toronto, Ontario

Contact: Jeff Seidman
54 Diana Drive
Downsview, Ontario
633-6068

OR

Lorne Buchman
11 Whitmore Avenue
Toronto M6C 2G9
781-1353

The founding of West Nohant Private School in August 1969 was the outcome of serious deliberation by a group of people who were deeply concerned with the education of the young. Included in the group were Jeff Seidman; Dr. M. Ficher, Psychiatrist, President of the Ontario Group Psychotherapy Association and formerly of Warrendale School for Emotionally Disturbed Children; Mr. Ken Hall, Special Education Dept. of the North York Board of Education; Mr. D. Roberts, Vice Principal of Jane Junior High School; and Mr. H. McLeod, Head Librarian of York Woods Public Library.

West Nohant is a group of students and staff in interaction - a collegium - establishing, through experiment and appraisal, conditions which are most beneficial for students whose objectives are education and enlightenment. The school does not claim to have resolved all of the problems of contemporary education, nor does it attempt to implement only one educational philosophy; rather, its members constantly experiment with various educational approaches and techniques. The strength of the school lies in the willingness of its members to continuously question and to evaluate the program, to reject those practices which appear more harmful than beneficial, and to maintain, support and publicize those which have inspired students and have helped them to actualize the school's objectives.

Enrolled are approximately 30-40 students, ranging in age from 14 to 20 years, grades 9-13. All staff are volunteers. Among them are: 30 teachers from public, junior high and high schools, university professors, an architect, an editor and publisher, a biochemist, a flautist formerly with the Dutch Military Band, who conducts W.N.P.S.'s recorder ensemble, and many other dedicated individuals. All W.N.P.S. graduates have been granted diplomas recognized by the Department of Education, and all have been accepted to the university of their choice.

Students make use of a myriad of facilities, but the school has never asked for monetary support and manages on a budget of $100.00 per year, subsidized by W.N.P.S. members. A local "Y" reserves a time slot for use of its physical education facilities; students travel regularly to the Royal Ontario Museum, to the Metro Toronto Music Library, to theatres and to factories. "The school campus is as wide as the city, and in some cases the world."

Students are expected to involve themselves with a considerably
avy load of work. Because writing is emphasized as a tool for the
velopment and refinement of thought, students compose many essays,
ojects, articles, poems, letters, etc. Spending long hours deeply
grossed in their studies is not uncommon - the night class in biology
rely finishes before midnight, and programs that lead to hours of
scussion and reflection are planned without qualms. Last year's theatre
ts group successfully entered an original play in the Simpson's Collegiate
ama Festival; twenty students and staff travelled, many by bicycle, to see
Shakespearean Festival in Stratford followed by countless hours of inter-
tion and discussion. Some students are exploring the development of word
e in order to catalogue word origins; an urban geography class travelled
roughout Toronto to examine the workings of a modern urban centre.

W.N.P.S. is governed by all people involved in its activities.
gular school meetings, held to discuss issues of general importance,
ster an understanding of administration and government. Parents may
rticipate in any aspect of the school, but their most sought-after con-
ibution is moral support.

Nohant, through its effort and example, may be helping to resolve
ne dilemmas of the educational process.

Contact: Stephen Shirreffs
1763 Drouillard Road
Windsor, Ontario

"....There are no alternate schools here, nor any free schools. (Despite this, lots of schools of thought building for freedom).

We are working with a group of students on an investigation team (roughly about Freire) ...things proceeding well on that front. Perhaps you might include my name as a contact in case students in Windsor might see it....."

St. Norbert Community School
St. Norbert, Manitoba
R0G 2H0
(204) 269-2106

Contact: Wayne Nielsen
500 Dysart Road
Dept. of Philosophy
University of Manitoba
Winnipeg, Manitoba
R3T 2N2

The St. Norbert Community School, opened October 25, 1971, was the inspiration of 5 Manitoba families plus the Directors of the X-Kalay Foundation, whose broad aim was to translate the ideal of all-around development from a mere ideal into an ongoing process.

Due to the smallness of the trailer in which they are located and to the amount of physical activity that goes into their program, St. Norbert cannot now conveniently expand to include all of the families who have expressed an interest in joining them. There are 22 students (10 families), aged 5 to 11 years, 1 paid teacher and 10 volunteers. Although certification is not necessary, most of those who come in regularly are certificated teachers with some experience in public schools. St. Norbert Community School was funded by parents during 1971-72, but this year it is part of the Public School system, is recognized by the Board of Education, and is funded by the Provincial Government.

Increasingly, parental participation is demanded as a condition of entry and re-entry. Every long term family teaches one-half day per week per child enrolled. School policy is arrived at by consensus which derives from a weekly meeting of parents and teacher. "We started the school so that parents could be intimately involved in the education of their children...there are nearly always at least two parents in our school along with the teacher."

"We have discovered that it is much harder to devise educative practices and environments than it is to state high-minded ideals. ...we are struggling for that judicious blend of authoritative direction and freedom which works best in different types of learning and for individual youngsters with their unique strengths and weaknesses." Competition is not used as a stimulus - there are no grades or marks. Learning is made as enjoyable and authentic as possible by bringing parts of the world into the school, and by taking the students out into the natural and social world; for example, use is made of a nearby old folks home, a polluted river, museums, theatres and the zoo. "We are striving to build a bridge between a child's tendency to stop doing those tasks which are not immediately rewarding and the self-discipline and dedication of a growing adult." Some factors at St. Norbert which foster an enthusiasm for growth include the fact that: parents teach only what most interests them and children are sometimes allowed to do what most interests them; the high adult-child ratio allows for a high degree of flexibility in attending to individual abilities and problems; older, more mature students teach younger and less mature children; responsibility (in direct proportion to age) is placed upon students to initiate and complete projects whether these projects are self-chosen or initiated by teachers; the parents love their children and care for those of neighbours and friends.

St. Norbert members are opposed to separating human knowledge into disciplines or subjects. They integrate the program around far-reaching projects such as production of food and shelter, how people live in communities, how geographic differences influence people's life styles, etc. They try to integrate the teaching of facts and the methodology of inquiry. Basic skills are taught in three ways: through play; by way of such practical projects as measuring for building shelters and for cooking; when necessary, by conventional methods such as memorizing the spelling of words.

Advantage is taken of appropriate occasions to prevent sexual stereotyping and to promote sexual equality, to allow children to be as natural as possible in their relations to adults and other children, and yet to insist on developing such emotional control as is necessary for people to live together in a community, to approve of those who take responsibility for themselves and others, and to frown upon those who are not as responsible as they should be.

The school promotes not only intellectual development, but also aesthetic (through painting, drama, literature, music and poetry), moral, social, emotional and physical development. This is more than a cliché: "Generally speaking, we are pleased with what we have done as is shown by our survival, for schools depending as largely as ours does upon voluntary labor disintegrate when they fail to educate. ...we are generally pleased with the creativity exhibited by our children...we feel strongly that the success or failure of our school should not be determined solely by our success or failure in dealing with basic skills. We want, work for, and achieve other worthy goals and our successes in these respects are an important index of overall success."

The St. Norbert Community School has communicated its experience to the public in two books, several articles, numerous public speeches and uncountable private talks. They plan to continue to offer others a useful accounting of their experience.

Winnipeg Centre Project
c/o Aberdeen School
450 Flora Avenue
Winnipeg, Manitoba
R2W 2R8
582-9006

Contact: Marian Wacyk
c/o Winnipeg Centre Project

"It's not that the education in the inner-city is better or worse than anywhere else. The problem is that it's unappropriate to the needs of the students," says Winnipeg School Board member, Don Reed.

The residents of the core area of Winnipeg include new immigrants, Canadian Indian and Metis families, welfare recipients and many of the working poor. The children of these families pour into Dufferin, John M. King, Pinkham, Aberdeen and Hugh John MacDonald schools and others. They bring with them the problems and particular experiences of the inner-city. The content of the education and the form in which it is presented is often unconnected with the events and situations which make up the fabric of the children's lives outside the classroom.

The Winnipeg Centre Project is an innovative attempt to create more appropriate education for the inner-city child. Sponsored by the Brandon University, the Planning and Research Branch of the Department of Education and the Winnipeg School Division, the project has provided teacher-training to 12 inner-city residents in the first year. In the second year of the project, an additional 18 have been enrolled. The project is intended to run for five years and involve a maximum of 40-45 students.

The main objective of the project is to provide teacher-training to people who share common experiences with the children and thus can help to make the school a friendly rather than an alien environment. The presence of inner-city teachers in the school will also help to break-down the barriers between the school and the community by creating a greater capacity within the school system to meet the needs of the inner-city community.

It is felt that many inner-city residents are often denied the opportunity of obtaining teacher-training because of a variety of social and economic circumstances. This project attempts to remedy, at least in part, the situation.

Interested inner-city residents were encouraged to apply for admission to the programme. Applicants were admitted on the basis of mature entrance requirements. Applicants must be 21 years of age or over and must exhibit a desire to further their education.

The course has been designed to provide the future Brandon University graduates maximum practical teaching experience, and maximum academic credits. Because of the above-mentioned reasons, this Teacher-Training Course will last 3 years as compared to the usual 2 years.

After successfully completing the course, candidates will be eligible for certification to teach in the elementary schools of the province of Manitoba. It is expected that successful candidates will teach in the inner-city schools, where their life experience will give them unique opportunities to contribute to the education of inner-city children.

"It is the belief of the student teachers that education belongs to the entire community. For this reason more involvement should be promoted between teachers, students, parents, and community organizations. We also take this opportunity to invite you to participate and support us.

We are at the service of the community. That is why we are here."

The Greenhouse School
420 College Avenue
Regina, Saskatchewan
(306) 522-4822

Contact: Cillian Hanley
2822 Rae Street
Regina, Saskatchewan

"The ideals of education that we strive for are not met without constant struggle, frustration, and continuous re-assessment on the part of the children, staff and parents." An honest statement made by a group of parents and teachers who were dissatisfied with the public school system, and who decided to open The Greenhouse School in September 1970, with three children aged 5 to 8 years. Now there are 21 children, aged 5 to 12 years and the Fall of '73 will see an increase of over 25. There are 2 paid full-time, 3 paid part-time teachers, 1 paid part-time director, 2 part-time volunteers, plus volunteer student-teachers from the Univeristy of Saskatchewan. Teachers need not be certificated, but the present staff have dazzling backgrounds in almost every area imaginable. The school is in good standing and is supervised by the Provincial Department of Education, but funding comes primarily from tuition which is paid on a sliding scale. (With a family income of up to $6,000.00, monthly tuition is $35.00 for one child, $60.00 for 2 children....with a family income of $21,000.00 and up, monthly tuition is $100.00 per child, $190.00 for 2 children). Human Resources granted Greenhouse $2,000.00, and the Department of Welfare paid the tuition for 3 children.

The school day is 9 a.m. Between 9 and 9:30 the children play, read, or work on projects, and at 9:30 the morning meeting is held as a time to be together, to talk, and to plan for the day.

Reading is the first compulsory subject, but it is taught only when the child seems ready to learn. The program is individualized to the fullest extent, using a variety of teaching methods: Montessori, prereading materials, Sylvia Ashton Warner - Key vocabulary, phonics workbook, experience charts, and stories children write themselves. Stress is placed on phonics and developing work skills. Children are encouraged to write creative stories, picture stories, cartoons, posters and newspaper articles.

Mathematics is used in cooking, carpentry and science by measuring, weighing, averaging as well as creative problem solving with logic materials. Basic math skills are taught using the Project Math series, the Number Pattern Series, Cuisinaire rods, attribute blocks, logic series, clock games, etc.

The animals, plants and science equipment at the school are constantly in use, but science is also explored during farm trips. Science students dissect frogs, test food for its various chemical contents, make scientific models, use pulleys, and study the pollution in Wascana Lake. Children work on projects in social studies as well as in science. They do in-depth studies arising from Current Events: during the Quebec Crisis and Wounded Knee, speakers were brought in, films shown, and projects worked on. Canadian history is emphasized, as is the politico-economic development of Saskatchewan. A native studies program involving Cree language, folklore, music, history, and handicrafts is taught by one of the parents.

Once a week Greenhouse members swim at the University pool and work out in a church gym; parents have built a skating rink in the backyard which in summer becomes a soccer field and basketball court. Self-expression is developed through modern dance, plays, mime, folk dance and yoga; artistic energy is expressed through ceramics, batik, weaving, leatherwork, carpentry, sewing, beadwork, knitting, crocheting and tie-dying. The children use math and science in their cooking activities, learning their nutritional needs and how to bake bread, make ice cream, soup, cakes and cookies. A variety of musical instruments have been made by students during carpentry, and music is a major pasttime in the school.

The day ends with diary and clean-up. Each child and teacher has a responsibility to help clean, jobs are rotated on a monthly basis, and once a month parents do the heavier work.

Parents are encouraged to attend school meetings held when important decisions must be made, and to accept administrative positions, such as treasurer. Rather than report cards, conferences are arranged twice a year with the students to discuss their areas of growth and areas where more work is needed. Individual parent conferences follow these evaluations.

In a non-graded, non-sexist environment, Greenhouse students are helped to become independent, socially conscious, problem-solving human beings - free from pressure or threat, they begin to see themselves as people who can affect the world and help to change it. The school is based on the ancient Greek concept of the city school, in which students go out to the community, and in turn the community comes to them. Greenhouse students have visited Ipsco Steel Mill, Western Auto Factory, the Post Office, etc.; a local carpenter has taken children to his workshop to guide them with their projects.

dius Tutoring Project
4 7th St. East
skatoon, Saskatchewan

ntacts: Steve Small
429 3rd Ave. North
Saskatoon, Sask.
(306) 242-9663

OR

Jane Evans
617 Eastlake Avenue
Saskatoon, Sask.
(306) 653-0711

Radius is a school (tutoring project) devised to provide an environment which a student's academic as well as social needs could be satisfied. The ogram began in 1970 when Diane Hetherington, "a lady with a glow of personal rmth and an insatiable desire to improve teaching methods, was asked to tutor socially maladjusted teenager in her home. Using the tenets of Reality Therapy a basis, she successfully helped this student and many others...to achieve ny academic and social goals that they had been unable to achieve before."

There are 120 students (aged 9 to 52 years) who attend classes in the home a tutor each weekday from 9 a.m. to noon. Nine homes, centrally located in skatoon, comprise the "school". The staff consists of 25 paid and 3 volunteer achers, one full-time administrator and one secretary. The minimal educational quirement for teachers is grade 12 (this year 14 teachers are certificated and ne have one or more years of university), and all staff are trained in Reality erapy.

The Department of Social Services sponsors most of the students on a fee r student basis of $60.00/month for supportive tutoring and $100.00/month for medial tutoring. Sponsors which cover the remaining 40% of students' fees are: skatoon Public School Board, Saskatoon Separate School Board, Saskatoon West hool Unit #42, Department of Indian Affairs, V.R.D.P. (Vocational Rehabilitation Disabled Persons) - Department of Education, and private donations from parents, ardians or the student.

Radius is designed for people "...who cannot get along in a regular school r one reason or another (discipline, truancy) as well as unwed mothers and tive peoples having trouble adjusting." The program has four facets:) elementary, grades 1-8; (2) high school, grades 9-12; (3) adult upgrading, ades 1-4; (4) vocational grade 10 program for young adults aged 17 years and er. At the elementary level, plans are made by the student, tutor and prin- pal of the student's former school as to which materials are to be covered, l certificates are granted on recommendation by the tutor to the principal. gh school students take correspondence courses and receive credit by writing ams in the appropriate department of a high school. Vocational grade 10 stu- nts must complete the requirements of Newstart Incorporated to receive an ult Grade Ten certificate. Special English classes, offered by an accredited acher, are credited by the Department of Education.

Radius is partly academic, partly therapeutic, depending on the individual's needs. Because the prevailing philosophy of Radius is based on Reality Therapy, each student together with his/her tutor, works out a program to deal with specific problems. The low student:teacher ratio (approximately 5:1, varying from 2:1 to 8:1) allows time for intimate interaction each day in the comfortable surroundings of a private home. Students' achievements, not failures, are stressed - for example, students may work their way into teacher aid positions by proving themselves socially responsible and by gaining academic proficiency in a subject area. To date, five students have become paid teacher aids.

In many cases students do not live with parents, but when they do, parents often are involved in plans related to the student's home life, helping to get the student off to school each day and meeting with teachers on a regular basis.

Radius may be called a stop-gap measure, or an alternative school - define it as you will, it remains successful.

skatoon Free School
3 - 4th Ave. North
skatoon, Saskatchewan
06) 652-5866

Contact: Patti Roe
or
Sharon Hoy
(306) 652-5866

Saskatoon Free School opened in September, 1969, in a large three-storey use centrally located in Saskatoon. The idea for the school was sparked by the aff of the educational foundations department at the University of Saskatchewan, d by a group of interested parents.

When the school opened in 1969 there were 25 students; this year's enrollment 10 (aged 5-12 years). Anyone is free to attend, and although there is a tuition e, no one is turned away because of inability to pay. Teachers need not be certi- cated, but most teachers have University degrees - at present, staff consists of half-time teachers and no volunteers: "People are eager to volunteer, but reluctant follow-up." The school is recognized by the school board, and is accredited to ade 8.

Most funding derives from tuition fees, paid on a sliding scale according to ily income. Grants have been received from HERDA ($2,000), University of Saskatche- n's Students Union, and the Education Students Society.

Parents are encouraged to participate - some do, some do not, but most are thusiastic about the regular supper meetings sponsored by the school. They do attend etings, especially when decision-making is necessary.

To date, the philosophy of the Saskatoon Free School has been rather loose. ost parents have their own philosophy, and the teachers have theirs - sometimes they ve coincided, sometimes not." Generally, the school's philosophy is based on itings of A.S. Neill, Illich, Warner, Holt, and so on.

In the mornings students work on skills (the 3 r's), and academic subjects, ile afternoons are used for play and exercise, field trips, guests, films, etc. e are an alternative in that we do not force children to do things that hold no terest for them. While we do try to encourage children to develop a wide variety interests, we try not to lead them only towards the three R's. We try as much as can to expose the children to as many experiences as possible. We are located in area which is close to parks, galleries, library, city hall, university and the ver, so we make good use of these."

Saskatoon Free School is in the process of stringent, honest self-evaluation the hope that next Fall improvements and innovations can be introduced in every cet of the school.

Saskatoon Open School Society
King Edward School
25th St. and 5th Ave.
Saskatoon, Saskatchewan
(306) 244-1032

Contact: Wilma Clark
1233 Osler St.
Saskatoon, Sask.
(306) 652-9787

OR

Marlene Watson
(306) 244-1032

"Education is not yet an exact science, and there are wide variations in philosophy among teachers and among parents. Teachers and administrators who attempt to be innovative are frequently frustrated by a lack of support, or outright opposition, from the parents of some of the children with whom they deal. Parents who are interested in education frequently find little opportunity for communication with a busy teacher, and little role for them to play in the school.

We believe there is room within a public school system for alternative classes where parents can choose to cooperate with and support teachers who wish to work on a particular innovation. Therefore, we do not see the open school as a prescription for the system as a whole, but rather as one of a number of possible alternatives."

Armed with these ideals, a group of parents initiated the project in September 1971. The Open School is a classroom (in King Edward School) for 25 pupils (aged 5 to 12 years) with one teacher. There are no geographic limitations on attendance, but only those students enrolled in September may attend, and those who attend must have parents who are willing and able to make a contribution to the school. Last year Open School was funded by a $4,000.00 grant from the Department of Education and parents paid $30/month tuition. However, this year the school is totally within the Public School System.

The Saskatoon Open School strives to achieve rich and varied goals, not the least of which is a closer relationship between the Family and the School: "That's what we're all about." Parents can be seen in Open School helping youngsters with work; teaching geography; taking students to art lessons in the art gallery which are paid for by parents; teaching French, creative writing, physical education, weaving; driving students to swimming classes and supervising the lessons; accompanying youngsters on field trips; etc.

"We believe that responsibility, self-control, and perseverance are qualities that are best developed through practice." Children are given as much responsibility for their own education as they can cope with, and programs for individual students are worked out cooperatively by the teacher, student and parents. Each of the parties is kept aware of the student's progress so that the responsibility for ensuring progress is shared.

Wide age-groupings allow for continuous progress according to achievement, and foster cooperation rather than competition among children of different ages. Children are subdivided into various groups according to activity, ability, and interest, with the groups frequently under the supervision of a parent to allow the teacher time to work with individual children.

Students often venture into the community, and individuals with useful skills or information are brought into the school. Parents assist the teacher in planning and organizing such trips or visits and "in ensuring student participation and follow-up so that such activities are educational rather than merely entertainment."

A parent-involved classroom - an unusual situation, but a successful one.

he Saturday School
706 12th Avenue S.W.
algary, Alberta
403) 244-4088

ontacts: Robert Stamp, President
The Saturday School Society
3438 6th Street S.W.
Calgary,Alberta

OR Roberta Botsford, Learning Coordinator
The Saturday School Society
6312 37th Street S.W.
Calgary, Alberta

A new society -- The Saturday School Society -- is a group of Calgary arents who are committed to an integrated curriculum, art-oriented and ommunity oriented alternative school. It is more than an ambitious dream. t is reality and has been since September 1972. Students are 5 to 12 years ld.

The Saturday School houses 35 students and two full-time paid teachers. Paid teaching staff must have Alberta certification in order that the school aintain provincial approval to operate.) In addition to paid staff there is a lutch of parents and community people who offer their talents and energy as olunteers. Officially, the Saturday School is a private school, operating utside the Calgary Public School Board, but provincial approval is necessary n order to remain in operation. Students leaving the Saturday School to ttend other schools are issued letters which summarize their skill and onceptual development to date. Funding is provided through fees ($60.00 per upil per month), extension classes for children and adults in the city, and hrough donations of supplies, equipment and money from sympathetic friends. The Calgary Public School Board rents them an old building for $1.00 a year.)

The Saturday School has four basic "ideals": (1) There is a fervent ttempt to integrate the total curriculum (based on the model of the British pen school philosophy) such that artificial barriers between curriculum subjects re broken down. (2) Its members view the creative arts as important in the otal learning process; thus the students are offered painting, print-making, lay modelling, woodworking, drama, dance and music. (3) Individual progress, ather than student competition, is emphasized in skill areas such as athematics and language. (4) The community (both geographic and human) is ecognized as a vital factor in the learning process.

As members of the Saturday School Society, all parents participate in he policy formation of the school, and as volunteers more than half the parents articipate (under the direction of the "head teacher" or "learning oordinator") in implementing the program.

By endorsing and enforcing the four "ideals" the Saturday School has ecome a "true educational alternative in Calgary".

City School
550 West 10th Avenue
Vancouver 9, British Columbia
(604) 876-0833

Contact: Thom Hansen
(604) 876-0833

"City School is where students are given an opportunity to learn as individuals at their own rate and within the context of their own educational aims and needs.

City School also is a place where people from the community can come and share educational experiences offered at the school or share their knowledge with the students and teachers.

It is a privilege to attend City School and anyone who abuses the privilege is asked to leave."

City School, opened in September, 1971, is fully operated and financed by the Vancouver School Board. Serving the Vancouver school district, it has an enrolment of 100 students aged 9 to 17 years (grades 5 to 11 essentially), with 4 certified teachers, one teacher's aid, and the use of student teachers and L.I.P. volunteers.

Every student must have a "teacher-sponsor", i.e. sponsorship is given by a teacher after a negotiated agreement concerning the student's aims and objectives and the teacher's course requirements. The agreement carries an obligation for the teacher-sponsor and the student to meet at least once per month to assess the progress of the agreement. Either the teacher or the student may break the sponsorship if it is unsatisfactory, in which case the decision must be made known to the school, and the student has 3 days to negotiate a new sponsor or to transfer to another school.

The course range is limited only by the request and desire of the students, and by the ability of the staff or resource person to assist the student(s) in the pursuit of a specific subject area. City School offers a smorgasbord of English, mathematics, social sciences, French, science (to grade 10), music, art, physical education, body awareness, sexuality, job study and preparation, human relations, survival, and so on. The emphasis is on reading and computative skills. Student progress in terms of course credits or grade levels is given only upon request. Evaluation is made by the sponsor-teacher or by someone qualified: "A successful student will receive a "B" for successful completion of the course; "A's" are negotiable; an "incomplete" signifies the student needs to put more time into the fulfillment of some of the course requirements, pointed out by the sponsor-teacher. The student may request re-evaluation when ready." Students must self-evaluate 3 times a year, and copies of this evaluation are made available to the parents, sponsor-teacher and school.

For 3 hours, 3 mornings per week, teachers make themselves available by giving classes in basic skills and/or by being prepared to give help to individual students upon request. City School is experimenting with a Four Day Week: 8:45 a.m. - 12:00; 12:30 p.m. - 3:30 p.m., Monday to Thursday. On Friday teachers come to the school to carry out administrative duties (divided among the staff) and to prepare lessons and field trips. The school is available on Fridays to students who wish to use it as a study place. Parent volunteers supervise,

but they are free to offer courses or to accompany students on field trips. A Community Centre makes its gymnasium available to the school one afternoon per week, and the public skating rink (winter) and swimming pool (summer) are also used once a week.

Parental involvement "from teaching to being students" is encouraged, and some parents accept the challenge. City School asks parents to recognize: "that the educational aims are between you and your child; the school, although supportive of these aims, is but one place where they may be pursued;...that attendance is a parent-child responsibility (It could be the cause of the withdrawal of sponsorship);...that City School exists on the availability of resources and resource people, and the parent is invited to assist whenever possible."

Sponsorship and the Four Day Week make City School somewhat unique.

Relevant High School
c/o Y.M.C.A.
955 Burrard Street
Vancouver 1, British Columbia
(604) 688-5742

Contact: Robert G. Sarginson
849 Roslyn Blvd.
North Vancouver, B.C.
(604) 688-5742 or
(604) 929-2952

Relevant High School was established in September, 1970, by a group of "educational critics", (teachers, parents, and students), "who realized that changes must be made in education yet little, if any, progress was being made to implement change. This situation was alarming to those of us who consider that a static situation in the educational community is potentially dangerous for all of us".

Relevant Schools Society was set up to develop educational research centres outside the public school system "in order to facilitate viable educational change in keeping with a rapidly changing society". The first of these centres is Relevant High, which has a school population of 94 students (aged 13 to 20 years), 4 full-time paid, 2 part-time paid teachers, and 1 volunteer. Anyone may attend, and students are taken on a first-come, first-served basis. Teachers need not be certificated, although this is preferred, but they must have a specialty. Grades and credits given at Relevant are recognized by the Department of Education, and graduates are accepted into universities. The school is financed by payment of fees ranging from $50.00 to $90.00 per month, on a 10 month or less basis. Parents are asked to contribute by attending discussions on the operation of the school, on the philosophy of education, etc., and by visiting the school to discuss any area of special interest or vocation in which they are engaged.

Relevant's philosophy in a nutshell: (1) Cooperation is to replace ugly competition; (2) No person has the right to make others uncomfortable or fearful; (3) Responsibility is a cornerstone for individual growth and happiness; (4) The school community must function in an atmosphere of democracy, which manifests itself in the decision-making process. All recommendations come to the school community, and decisions are made there. Committees, staff and/or students are answerable to the whole school; (5) The hypothesis that "the human potential is perhaps infinite" is to be accepted in practice; (6) Grading and categorizing of students must be eliminated; (7) evaluation through a process of self-evaluation and group-evaluation is to be conducted in a constructive way so that it leads to growth.

Relevant High School operates in multi-age groups of approximately fifteen students, grades 8 to 12. Examinations for grade 12 necessitates withdrawing the senior students to prepare for these "external hindrances to learning". If, as is presently indicated, examinations are removed, the grade 12's will become junior staff members with all the privileges and responsibilities of senior staff members. (Each senior staff member will have four or five junior associates.) The principle, 'learning by teaching', is put into practice in the belief that children and youth learn more when performing responsible teaching tasks.

At Relevant High a student receives credits if he/she: (a) attends regularly - if truancy occurs it is the concern of the group and their responsibility to find out why, (b) honors all committments - both academic and social (all members of the group are expected to assist one another), (c) has a reasonable attitude - primarily to put the school community first, the group second, and oneself last.

The curriculum includes the academic subjects as set out by the Department of Education curriculum. The school rents a science laboratory near U.B.C., and every effort is made to bring in resource people in specialized areas to speak and to exchange ideas with the students. The Vancouver Public Library is conveniently located for research and is used extensively by the community. Techniques of research, debate, seminars, essay and report writing, as well as video are used to develop efficiency and skill in communication and understanding, and interest groups are formed to allow individuals to delve deeper into avocations.

Relevant operates out of the Y.M.C.A., a multi-purpose building, and people of all ages, from infants to "senior citizens", go about their activities with no disruption to each other. This setting facilitates the infusion of community and school, aiding communication among people of all ages and with a multitude of vocations and interests.

"Basic educational change in our public schools has not occurred in five-score years although there have been alternatives in the form of rearranging furniture and priorities. We must begin to implement changes that are based on the extremely rapid, always accelerating, demands made upon man's abilities and by the conditions of his life in a rapidly changing society. Where possible these should be based on scientific evidence and less on wide-ranging speculations.

Man is a social animal and children learn in a social world with the aid of language. Through his cooperative efforts man has acquired a mass of knowledge about the world around him and these achievements are best transmitted to individuals through cooperation with others. The key to human development is through education acquired in social communication and in interaction within the group."

Sentinel Satellite School
1250 Chartwell Drive
West Vancouver, British Columbia
922-5343

Contact: Ron Knight
2710 Walpole
North Vancouver, B.C.
929-5670

Sentinel Satellite School is young - it first received students on September 4, 1973. A group of West Vancouver parents approached the School Board requesting that alternatives be established for K to grade 9; in the spring of '73, teachers were hired and began to plan the programme in consultation with School Board administrators.

The Satellite School is comprised of 65 students, ages 13 to 15 years, with 45 students in grade 8 and 20 students in grade 9. Staff consists of 3 certificated teachers hired by the School Board, 1 remedial teacher who is hired by a parent to assist 1 child, a paid aide with secretarial duties, 2 aides for the drama programme who are on B.C. Educational Research grants, and 2 volunteer parents who set up the library system.

Because it is a district school, anyone in West Vancouver may apply. Located on the grounds of Sentinel Secondary School, it has a large open area, a small quiet study area, an office, and a project/science room.

Funding comes from the School Board, and the academic courses offered are the same as in any grade 8 or grade 9 class in West Vancouver. Additional funds for the school's community recreation programme derive from parents who agreed to pay an extra $90.00 per student for activities and transportation of students on community projects, with fund-raising ventures, donations of equipment, secretarial duties, library duties, with academic groups, and several parents teach mini-electives each Friday afternoon.

Sentinel Satellite's programme includes: (1) Academic subjects such as math, french, science, social studies, and reading; (2) Skills (e.g. crafts) which are mini-electives, taught by parents in 6 week sessions. Students select the course they wish to take, and popular courses are repeated during the next 6 weeks. (During this time, on Friday afternoons, teachers have their team meeting); (3) Community Recreation, held each Tuesday afternoon, uses recreation facilities in the community for bowling, skating, curling, and so on.

Because most students must reach the school by bus, the majority of extra curricular activities are limited to noon-hour. These include cards, chess, films, interest classes and planning meetings.

Sentinel Satellite is committed to creating a joyous learning situation characterized by students taking as much responsibility as possible for their own learning; by community involvement in which students carry out projects within the community and community people come into the school; by flexible programming; by small classes, and a humane learning climate-teachers and students work together in many different situations and get to know each other well; and finally, by emphasis on success rather than on failure. Their discipline system is based on Glasser's Reality Therapy rather than on punishment.

74

Good luck to a new alternative.

The Ideal School
795 West 16th Avenue
Vancouver 9, British Columbia
(604) 872-1022

Contact: Mr. G.B. Nixon
(604) 872-1022

The Ideal School, so named because it attempts to provide an ideal environment for people who sincerely want to learn, is based on the premise that "children are valuable human beings who will best grow and learn in groups that are small enough to enable them to have a close relationship with their teachers and fellow students".

The school is a branch of the Ideal School Society, registered in Victoria, July 1972, under the Societies Act of British Columbia as a non-profit Society. This alternative academic school began in September, 1972, with an enrollment of 70 students, a full-time staff of 10 and eight part time teachers. Because the Ideal School exists independent of the public school system, it receives no public support, and thus charges fees. Teachers are promised a life of "freedom, fascination and abject poverty", but even with staff working for subsistence wages, the minimum fee the school can survive on is $80.00 per month per student.

In addition to the full B.C. curriculum for grades 6 to 12 inclusive, Ideal offers courses in Spanish, German, Russian, Mandarin, Civilization, Philosophy and Law. Students and teachers participate in several activities outside the school: they attend plays on a regular basis at the Playhouse Theatre and City Stage; grades 4 to 7 went ice-skating every Wednesday afternoon during the Winter; a three day excursion to Manning Park took place in March; students in grades 9 to 12 were free to accompany teachers to Victoria to attend sessions of the Provincial Legislature, and to meet and question some of the Ministers or their assistants; although the school does not support a competitive sports programme, students took part in many athletic activities such as tennis, skiing, skating, yoga and hiking.

In the Fall, the Vancouver Art Gallery helped Ideal to create an art programme which was staffed by visiting artists, teachers and craftsmen. The school has a well equipped darkroom and offers photography along with art.

Because the classes are small it is possible for students to progress according to their ability. No bright student is held back, while no discouraged student is made to feel stupid. Ideal will admit only those students who sincerely want to learn and who are willing to put forth considerable effort. "Teachers will only teach under those conditions and accept such low remuneration."

Staff/student meetings are held regularly and often, and students are encouraged to participate in these meetings. School maintenance and clean-up is also a staff/student responsibility. "Through their school involvement outside the classroom, from financial meetings to clean-up, students gain a very clear picture of what is required to operate an organization as complex as a school and how they, as individuals, function within that network of relationships and structures."

The New School
3070 Commercial Drive
Vancouver, B.C., Canada
614-874-4634

Contact: Ellen Stenger

The New School, which opened in September 1962, was set up by a small group of parents, and run by the parents for six years. Then the parents accepted a plan proposed by teachers that the school be run by the New School Society, which has come to be composed primarily of the teachers. There are about 70 students (ages 4 to 12 years), and 6 staff who do not have to be certified. Funds come from fees ($60.00 per month), with a little help from friends and fund-raising events. Parents are encouraged to participate in all areas (working with students, maintenance, driving, telephoning, etc.)

The New School's basic educational philosophy is: that children are growing human beings, naturally excited about learning, whose feelings and bodies are as important to them as reading, writing and arithmetic; that teachers are growing human beings, whose feelings and bodies are important to them; that a good school is a place where people (growing human beings) can work on relating to each other with honest communication, cooperation and fairness; that a good school is a place where there are many different choices of things to explore and to learn, and of ways to approach them; that a good school is a growing organism, open to change; that activity is more healthy than inactivity.

The children are divided into two large groups, ages 4-7, and ages 8-12, with three staff for each group. There is a lot of flow between the groups, partly brought about by the communal areas for science and crafts.

Each week there is one morning of gym, one afternoon of skating, one morning of swimming, and one afternoon of Interest Groups, which are small groups with one teacher. The groups this year are photography, cooking, music, theater, exploring Vancouver, sports, games and yoga, and arts and crafts.

Daily "academic" work is encouraged. Some children do it on a contract basis - a contract between the child, the parent, and a teacher - to do a certain amount of work every day, sometimes at a given time, sometimes any time during the day. Staff tries to take into account the needs and readiness of each child, and to work with them individually.

Staff tries to help students to work out clashes with each other by (1) calling them on manipulating staff or each other, (2) having them talk to <u>each other</u> in a conflict, rather than arbitrating a judgement, (3) encouraging and allowing them to express their feelings and provicing ways for them to use their energy creatively.

The Vancouver Waldorf School
2260 Philip Avenue
North Vancouver, British Columbia
(604) 985-4555

Contact: Jeanne Bailey
(Faculty Co-ordinator)

"The Waldorf Schools are based on the educational philisophy of Rudolf Steiner. The teachers strive to bring to maturity the feelings, imaginative qualities, will forces, social awareness and intellectual faculties of each individual child, so that the child may have the opportunity to know his own freedom as part of the developing social organism....the teacher's capacity to love, understand and motivate young children is at the root of the educating process."

This is the spirit in which the Vancouver Waldorf School opened in September, 1971. The initial enrollment of 6 children in grade 1, and 6 in grade 2, increased this year to a total of 35 children in grades 1, 2 and 3 (aged 6 to 9 years). The school is to expand by one new grade 1 each year until the full 12 grades are built up. Children are expected to be 6 years old entering grade 1, 7 entering grade 2, etc., as grades are kept together by chronological age. Waldorf serves the greater Vancouver area, with most families coming from the North Shore.

Teachers must have teacher training, preferably including Waldorf teacher training and practical teaching experience. All teachers are expected to offer a specialist subject area, e.g. music, above and beyond the general areas. At present there are 5 full-time and 2 part-time teachers in the Vancouver Waldorf.

Funding is derived mainly from fees (grades 1, 2, 3 - $650.00; grades 4 and up $700.00), but also from donations and from fund raising sponsored by parents and friends of the school.

Waldorf parents sometimes serve as teaching assistants, undertake supervisory/janitorial duties, work on committees and help with practical concerns, e.g. publicity. They attend school events such as assemblies, Open House, Parent/Teacher conferences, and a group of parents and friends meets informally in their own homes for readings and discussion on Waldorf education, inviting teachers and speakers as they see fit.

The Waldorf curriculum is structured around the Main Lesson Plan, wherein academic subjects are taught intensively for two-hour periods each morning. Topics are dealt with in units of three or more weeks, "so that the subject matter has an opportunity to settle in the child's consciousness before that topic is discussed again". With basic subjects (e.g. English, languages and math), Waldorf students keep in constant practice by doing exercises for a few periods each week.

The class teacher, who normally advances with the same class from grade 1 through grade 8, takes his/her class for the main lesson. Subjects complementing the main lesson include music and eurythmy (an art movement based on speech and music), woodworking and other handicrafts, French and German, and physical education.

"Because young children experience through feeling rather than through intellect, art in the Waldorf School is an indispensable means to help the child develop his powers of observation and his sense of form and beauty." In academic subjects the teacher enlists the arts - music, painting, form-drawing and modelling in clay and bees-wax - to imbue each topic with its own unique attraction and spirit.

In 1919 the first Waldorf School opened its doors, and today there are about 100 Waldorf or Steiner schools which share the same philosophy and ideals. The Vancouver school maintains links with Waldorf Schools in Canada, the U.S.A., Europe and other countries, although each school is autonomous and arises out of a need felt among parents in the local community.

Upholding an educational philosophy based on anthroposophy, "the wisdom or knowledge of man", Waldorf strives "to interrelate the activities of thinking, feeling and willing in the child, so that knowledge becomes a matter of experienced truths instead of a dusty set of unrelated notes on different topics".

ancouver Society For Total Education
57 West 12th Avenue
ancouver 9, British Columbia
604) 879-6626

ontacts: Larry Haberlin
3029 W. 10th Avenue
Vancouver 9, B.C.
(604) 731-0355

OR

Phil Knaiger
3029 W. 10th Avenue
Vancouver 9, B.C.
(604) 731-0355

Total Education was founded in May, 1970, by a group of unhappy high chool students and youth workers. The principals in this group were Dan and athy Meakes and Larry Haberlin. It has been their concern to provide an alterna- lve for those young people in the Vancouver area to whom, for financial or other easons, few if any possibilities outside of the established institutions (i.e. he public school system, jail, etc.) existed. "We feel that we have at least elped most of them to begin to assess for themselves the direction in which they hould go as well as helping them progress academically."

Total Education has 80 students ranging in age from 13 to 22 years. Students ome from all over the Lower Mainland, but preference is given to Vancouver resi- nts because School Board funds are tied to the municipal boundaries. There are full time teacher/counsellors, a part time secretary, and an administrator/LEAP o-ordinator. As well, there are 10 or more volunteers at any one time. During he first year, most of the staff volunteered and either worked full time at the chool and lived off their personal savings, or worked part time in the school and ontinued at university. As the year progressed, several small grants were obtained, nd from these, three staff were paid $100.00 per month. The following year ('71-'72), upport came from the Vancouver School Board, the Vancouver Foundation, L.I.P., hildren's Aid, and the Junior League. This year funding sources were similar; ext year they are hopeful of more School Board and Provincial government support.

Some of the staff have teaching certificates; to receive additional Board upport it will be necessary to have several more next year. Most staff have omething more meaningful than degrees: the ability to relate to young people who ave had a difficult time in school and usually in their lives as a whole. In the ast, Total Education has been classified as a private school, but as they move nto the position of being a legitimate social service, they are being forced (at east to some degree) to have staff with acceptable credentials.

To graduate in an academic program students have had to write government xams. This is changing next year, but arrangements for accreditation are un- ertain at this time. Total Education does grant non-academic diplomas, and if a tudent transfers to another school, credit will be received for the work completed Total Ed.. In addition to the regular B.C. curriculum, some of the courses ffered last year were: music, pottery, karate, yoga, tai chi, political awareness, rama, Kosmic League basketball and baseball, photography, women's studies, philosophy, sychology, semantics, arts and crafts, cooking, Life Rhythm, astronomy, human xuality, etc. Use of city and university resources are encouraged, and city ife is balanced by numerous camping trips and hikes in the mountains and beach reas surrounding Vancouver. The school's farm on Bowen Island provides an important pportunity for the Total Education community to live and work together, and

"...to regain contact with the stillness and silence from which one is cut off in the city."

Total Education has received a LEAP grant for one year, with the possibility of extensions for two additional years. (LEAP is a new Manpower program designed to aid those persons not likely to become employed through normal labour market activity, and to supply Manpower services to persons requiring them.) This summer, as one of their projects, the Total Education LEAP program will assist the residents of Fairview Slopes in transforming a vacant lot into a park. As well, they will help in their information centre and become involved in efforts to save the area for those who reside there.

Parents have in the past taught courses and have been involved, at least to some extent, in the management of the school. With the recent realization that most parents are in favour of the school's goals and wish to be active participants, Total Education has arranged special activities to draw in parents, and to encourage positive communication between student and parent. "...most students still live at home, and even if they don't, they are going to have to come to grips with their parents (and what they stand for) at some point in their lives."

"The school exists because we feel that the present public school system and the economic, political, and social systems that support it are not life-affirming. Our bias is reflected by the framework in which we choose to learn. This framework is characterized by a spirit of co-operation rather than competition. ...apathy and boredom are the negative opposition to anything creative. Students who are not able to overcome their fear of others and release the energy blocked up inside of them will never experience the satisfaction that comes with learning and accomplishing with others."

Sundance Elementary School
2549 Quadra Street
Greater Victoria, British Columbia
382-5342

Contact: George Olsson
382-5342

Sundance opened its doors September 4, 1973 - it is a public school within the Greater Victoria School Board, with 126 students (ages 4 to 13 years), 4.6 paid teaching staff, 1 secretary, and approximately 50 volunteer staff - parents. Enrolment is limited to 120 full-time students, and is open to all children in the greater Victoria School District on a first-come basis.

The core purpose of Sundance is to develop within each child a positive and realistic self-concept... to foster the student's enthusiasm, initiative and creativity through a balanced programme of intellectual, social and physical development.

There is family grouping which allows for mixed classes of students of all ages. Sundance is organized on a "centre" basis - pupils have access to all centres at all times, with each student selecting what he/she wants to do. Teachers view themselves as consultants, stimulators, motivators, observers and listeners. The school is basically a non-competitive institution where children are encouraged to explore areas of interest.

Sundance is committed to: humaneness - a respect for the basic worth, equality and dignity of each child; parent involvement - the school welcomes active participation within the school; success - a positive approach to motivation; self-discovery - emphasis on the development of critical thinking; innovation - as an on-going process; responsibility and courtesy - as the foundation of student freedom; new time priorities - based on relevance to the individual's needs; self direction - learning "how to learn"; community involvement - not all learning takes place within the walls of a school; lack of emphasis on control; lack of emphasis on curriculum; and finally, relatively few rules.

A young student sent this to us in the hope that his school would be included in the Directory.

John Calvin Junior High
1 Salvation Avenue
Middletown, Canada

Contact: Ms. Stake

Using all modern techniques in education, John Calvin has become a pioneer in alternate education. First, the administration realized that only members of a specific income bracket could learn together in this type of institution. Therefore, the $1,000-$250,000 per annum income group was included in the program, limiting students to members of the lower, middle, and upper classes exclusively.

Contrary to the "qualification but no certificate" hiring policies of most other free schools, John Calvin has a unique "certificate but no qualifications" policy for hiring teachers. The 320 students at John Calvin are divided into intimate groups of 35 to one teacher. This closeness allows the teacher to know the names of all his or her students by late May or early June.

The system at John Calvin is much like other open schools, learning takes place at the rate of the slowest child in the class, allowing other students to take part in other interests. Projects undertaken on the students own initiative include writing notes, sharpening pencils, drawing on texts, and using the washroom. Since the school includes grades 7,8,9, the grade 9's usually hold the most responsibility. They can talk out loud, walk down the wrong side of the hall, and other tasks which develop leadership and common sense.

Course material is well arranged in nicely bound text books, which, for the sake of remembering our heritage, are exact replicas of those published in 1936. The material covered is enough to give the student a basic understanding of the world around him. Included is an English programme highlighted by the study of verbals and spelling. Health students investigate the world of mispronounced words, old wives tales, and wrong information. Geography encourages students to travel to "fun" places like Vladovostok, U.S.S.R. and East Germany. Politics and the history of the Second World War are tactfully avoided to prevent the students from making unjust prejudices.

Behavior is no problem at John Calvin. Modern disciplining methods such as strapping and detentions highlight this aspect of the system at permissive John Calvin. Attendance is not stressed at any time. The principals even go as far as calling home late in the year to see if the student is safe and sound. Teacher-student relationships are stressed to provide an enjoyable atmosphere in the classroom. One of the staff is known to have conversations with children outside of class-something unheard of until this year.

Athletics is of course very important at John Calvin. A large budget is used to buy items such as badges, trophies, and floor hockey sticks. There is a rumour that the basketballs may be inflated sometime next year.

All in all, John Calvin provides the ideal setting for teachers and staff, with expanding programmes that will have the needs of the students in mind as well.

INDEXES

Public Funded Schools

A Course in Leadership, 23
A.S.C., 19
A.I.S.P., 30, 31
ALPHA, 32
City School, 68,69
Contact, 34
Cool School, 14, 15
Greenbank Senior School, 26
M.A.G.U., 43,44
Radius Tutoring Project, 63,64
St. Norbert Community School, 57,58
Saskatoon Open School Society, 66
Scarborough Village, 47
SEE, 48
SEED, 49
Sentinel Satellite School, 72
Sundance Elementary School, 79
Tor'Ino. Alliance, 52,53
Vancouver Society for Total Education, 77,78
Verdun High School, 12
Winnipeg Center Project, 59,60

Privately Funded Schools

A.C.E., 13
Black Education Project, 33
Counterpoint, 25
Embrio, 35,36
Erin Lane School, 37,38
Fairchild Free School, 27
Halifax South Open School, 6,7
Hawthorne Bilingual School, 39,40
Inglenook School, Inc., 41
Kingston Community School, 20,21
Lothlorien School, 24
LIFE School, 42
Montcrest School, 45,46
New Options, 8
Odyssey House, 28,29
Radius Tutoring Project, 63,64
Relevant High School, 70,71
St. George's Elementary, 11
Saskatoon Free School, 65
THEA, 50
The Country Day School, 17, 18
The Greenhouse School, 61,62
The Ideal School, 73
The Saturday School, 67
The School in the Barn, 9, 10
The Toronto Waldorf School, 51
The Vancouver Waldorf School, 75, 76
Vancouver Society for Total Education, 77,78
West Nohant Private School, 54,55

"Elementary", "Junior", and "High School" are not exact labels:

"Elementary": Students aged (approximately) 3-12 years
"Junior High": Students aged (approximately) 12-15 years
"High School": Students aged (approximately) 15 and over

Some schools are listed under 1, 2 or 3 headings.

"Elementary"

ALPHA, 32
Black Education Project, 33
City School, 68,69
Counterpoint, 25
Dream Machine, 16
Hawthorne Bilingual, 39, 40
Kingston Community School, 20, 21
Lothlorien School, 24
M.A.G.U., 43,33
Montcrest, 45,46
Odyssey House, 28,29
Radius Tutoring, 63,64
St. George's, 11
St. Norbert, 57,58
Saskatoon Free School, 65
Saskatoon Open School, 66
Scarborough Village, 47
Sundance, 79
The Country Day, 17,18
The Greenhouse, 61,62
The Saturday School, 67
The School in the Barn, 9, 10
The Toronto Waldorf, 51
The Vancouver Waldorf, 75,76
Tor'Ino. Alliance, 52,53

"Junior High"

A.C.E., 13
ALPHA, 32
Alternative Schooling, 19
Black Education, 33
City School, 68,69
Dream Machine, 16
Fairchild, 27
Greenbank, 26
Halifax South Open, 6,7
Hawthorne Bilingual, 39,40
Kingston Community School, 20,21
M.A.G.U., 43,44
Montcrest, 45,46
New Options, 8
Odyssey House, 28,29
Radius Tutoring, 63,64
St. George's, 11
SEED, 49
Sentinel Satellite, 72
The Country Day, 17,18
The Ideal, 73
The School in the Barn, 9, 10
Tor'Ino. Alliance, 52,53
Vancouver-Total Education, 77,78

"High School"

A Course in Leadership, 23
A.C.E., 13
A.I.S.P., 30,31
A.S.C., 19
Black Education, 33
City School, 68,69
Contact, 34
Cool School, 14, 15
Dream Machine, 16
Embrio, 35, 36
Erin Lane, 37, 38
Fairchild, 27
Halifax South, 6, 7
Inglenook, 41
LIFE, 42
M.A.G.U., 43, 44
New Options, 8
Radius, 63, 64
Relevant, 70, 71
St. George's, 11
SEE, 48
SEED, 49
THEA, 50
The Ideal, 73
Tor'Ino. Alliance, 52, 53
Vancouver-Total Education, 77, 78
Verdun, 12
West Nohant, 54, 55

Moderate-Large Degree of Parent Participation

A Course in Leadership, 23
A.C.E., 13
ALPHA, 32
Black Education Project, 33
City School, 68, 69
Counterpoint, 25
Dream Machine School, 16
Erin Lane, 37, 38
Fairchild Free School, 27
Hawthorne Bilingual School, 39,40
Kingston Community School, 20, 21
M.A.G.U., 43, 44
Montcrest, 45, 46
Odyssey House, 28, 29
Radius Tutoring Project, 63, 64
Relevant High School, 70, 71
St. George's Elementary, 11
St. Norbert Community School, 57, 58
Saskatoon Free School, 65
Saskatoon Open School Society, 66
Scarborough Village, 47
SEED, 49
Sentinel Satellite, 72
Sundance, 79
The Country Day School, 17, 18
The Greenhouse School, 61, 62
The Saturday School, 67
The School in the Barn, 9, 10
The Toronto Waldorf, 51
The Vancouver Waldorf, 75, 76
Tor'Ino. Alliance, 52, 53
Vancouver Society for Total Education, 77, 78